

Headmaster's Diary

"The Siege of Candlewick" consisting of knights in plastic armour jousting around a simulated medieval castle. Nicks, the caretaker, is less than chivalrous

This summer term the events have come thick and fast upon each other. Last Saturday we had our PTA fête, taking the theme this year of "Merrie England". Mr Grist - who represents the opposition party on the governing body - said at the committee meeting that "The Dark Ages" would be more appropriate at the moment. But Mrs Coneybeare, the secretary, retorted that people needed a bit of escapism.

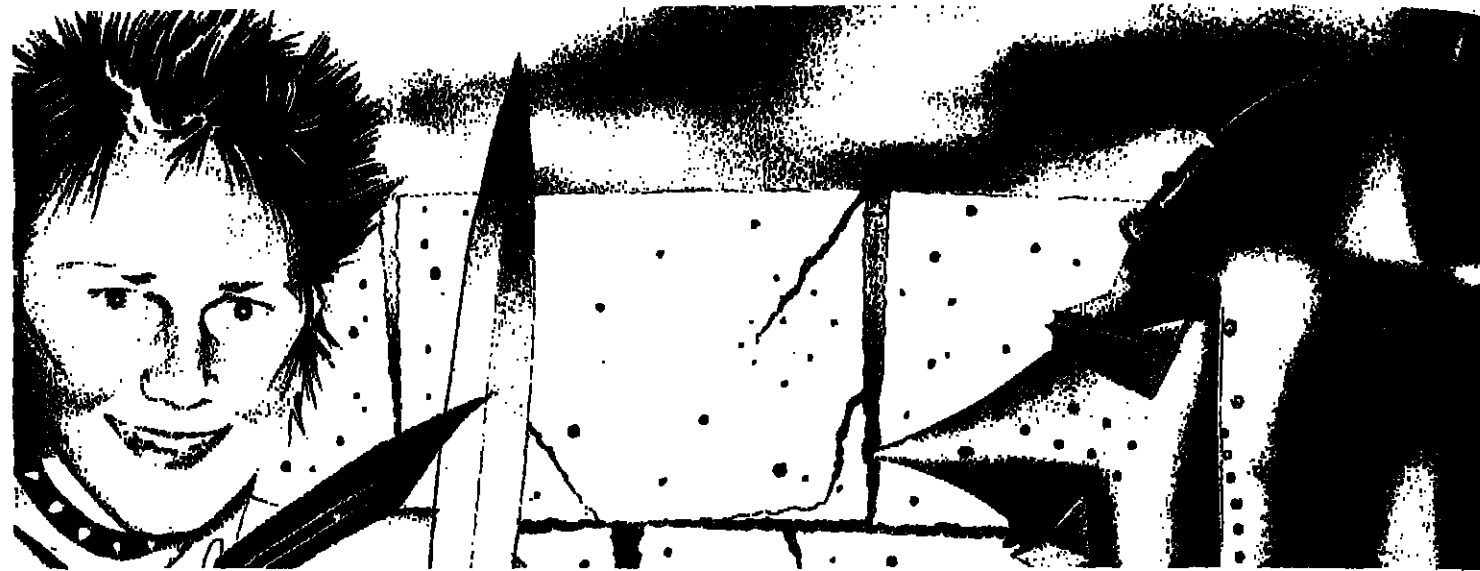
"Merrie England" would be broad enough to cover everything from a ducking stool in the swimming pool to the viol and crumhorn ensemble. Music at Candlewick, led by Cedric Moth our head of music. It would also be a perfect setting for the main attraction. "The Siege of Candlewick", consisting of knights in plastic armour jousting around a simulated medieval castle. This was the idea of one of the first-year parents, who told us this was his hobby and undertook to provide a complete crusader's castle through his contacts in the film industry.

Unfortunately, the "castle" turned out to be little more than a load of old polystyrene blocks, and the lorry driver who delivered them refused to leave until I had given him fifty pounds cash from the school fund. But the art department managed to arrange the blocks as a kind of castellated gateway, and with this as a backdrop the "knights", seated in a row on mounts provided by the Candlewick pony club, staged a very convincing tourney under a cloudburst forced us all under cover in the hall.

I had forgotten, however, that Nicks, the caretaker, was busy setting out the hall for the O level examinations which began this morning. I had to persuade him to tie up his Doberman, unlock the doors and help pile up the drugged before the knights entered, followed by all the spectators. Then the parties caught sight of the hounds, reared back and lost their footing on the drugged, bringing down the knights and bending their lances. Apart from this setback, the fête was a palpable success.

No wonder, though, that Nicks was in one of his surliest moods when he greeted me this morning. "I thought, doctor, you ought to be apprised," he began, "of Mrs Nick's unbrining exertions to remove animal, er, stains from the examination drugged. It necessitated four packets of biological detergent, not to mention several hours' overtime, to ensure this morning's exam proceeded without the accompaniment of an unpleasant effluvia."

I thanked him for her efforts, which will make quite a hole in the fête profits. He went on to remind me that today we have an official visit from the health and safety officer from the area.



The art department managed to arrange the polystyrene blocks as a kind of castellated gateway and the knights staged a convincing tourney.

who I had personally invited to look round to ensure there was nothing in our procedures. "I have, however," said Nicks, "already made the acquaintance of Mr Micklethwaite in my capacity as union president, and you may be assured no dangerous practices will escape his notice." The idea of an alliance between Nicks and the inspector sounded ominous.

"And one other thing," said Nicks, "the plastic castle may well have to be removed from beside the environmental studies pond, constituting as it does an unnatural threat to the ecology of the surroundings. I await your further instructions."

I promised to look into this, and was just discussing with Arnold Bogwin, my deputy, how to get rid of all this plastic when Nicks came in with Micklethwaite, the inspector. Doubtless Nicks had expected to stay in attendance, but I had already told him to go round the school clearing up any untidy places and taking out the wedges from under the fire doors. Then we began our tour in the office, and Micklethwaite said, "Do I understand, headmaster, that these papers are normally found in these files on these tables?"

I assured him that they were, and he replied: "Then I have to tell you that under sub-section 93 (a), they represent a fire risk due to the proximity of the office to the adjacent staircase. I shall recommend the construction of a fire barrier around each of these operatives."

At this, Mrs Snod, the school secretary, said, "I'm not working behind any barriers - and I don't wish to be called an operative." I quickly moved Micklethwaite across to the

staff room, which as usual was thick with tobacco smoke. "Do I understand," he said, "that boys and girls stand barefoot around this edge, formed as it is of separate slabs, in this room? Then the tiles on the ceiling will have to be removed and a sprinkler system installed."

"But we've just put those tiles up ourselves out of the snack bar profits," said Arnold. By now Micklethwaite had set off for the chemistry labs. I was glad to see that all the pupils were wearing their goggles, that the fans were all switched on and old Dumbleton was wearing a kind of space shuttle helmet as he heated something up over a Bunsen.

However, Micklethwaite stood in the doorway, sighed and said: "Do I understand that this room is used for the performance of chemical experiments? Then, due to the restricted egress, the pupils will need full protective clothing, including breathing masks, protruding objects like gas taps will need shielding, and unattached impedimenta likely to damage the person - like pens and pencils - must be left outside."

"But how can they learn science without writing?" asked Dumbleton. "That," said Micklethwaite, "is not my problem. But I would suggest built-in microphones and portable recording equipment."

"Thank heavens I'm retiring this term," said Dumbleton. "The place is becoming a madhouse."

As we went outside Nicks appeared, looking smug and smiling ingratiatingly at Micklethwaite. "And, of course," said the inspector, "all these surfaces will need regular treatment with non-slip germ-resistant polish. And these things need regular oiling to ensure easy access."

"Ah," said Nicks, turning to me. "I shall require a substantial increase in my allowance for cleaning materials, doctor, plus extra time to guarantee a safe environment for the kiddies."

At this point Sybil Fordyce, my second deputy, came up to ask Arnold if he knew what had happened to the revolving Jacobean-style ring holders which the fifth years had made for their woodwork CSE exam. The pupils had come to collect them from the craft block, to find they had gone missing. "They were there this morning," said Arnold. "Have you seen them, Mr Nicks?"

"Nothing resembling that description," said Nicks. "But I did see a heap of old oilcans in the woodwork store room. Since they constituted an obvious fire hazard, I took them up to them a few minutes ago." There are times when Nicks seems almost deliberately awkward.

"One last thing," said Micklethwaite, as Sybil went off to deal with this mishap. "I'd like to look at your swimming pool. Where there's water, there's germs." This was an unpromising start, and as we got to the pool, Micklethwaite gasped and began to

write in his notebook. "Do I understand," he said, "that boys and girls stand barefoot around this edge, formed as it is of separate slabs, in this room? Then the tiles on the ceiling will have to be removed and a sprinkler system installed."

"How else can they get in the pool?" asked Arnold. "It's been like that for 20 years, and no one's died of gangrene yet."

"I'm afraid this represents a major health hazard," said the inspector. "The pool must be closed at once." I was about to point out it had been redecorated only last year, when the fire alarms began to ring and we all rushed outside to see what was happening.

Suddenly an enormous pall of black smoke had enveloped the hall, and was spreading fast over the whole school. Mrs Snod rushed up and said, "The pond is on fire! I've sent for the fire brigade." It all sounded most improbable, so we ran round to look at the source of the blaze as the pupils began to assemble on the tennis courts.

Then Nicks came up, red in the face and looking sheepish. "With all respect, doctor," he said, "I have to report that the burning office has started a conflagration with the plastic castle. Had the castle not been introduced on to the site, this irregularity would not have occurred."

"And had you not been so stupid as to burn woodwork materials," said Arnold, "the O level exam would not have been interrupted."

Micklethwaite looked very disturbed at this state of affairs. "As I'm aware," he said, as Nicks shuffled away, "The Act does not make mention of plastic castles. But I shall suspend my recommendation this visit, until you have knocked some sense into your caretaker and put the house in order."

As he got into his car to drive to the fire engines swept in and blocked the roadway while the pupils stood in this time the fire had died out. Arnold said, "Well, at least it's not having to pay someone to take the castle away. It's an ill wind."

Maurice Hall

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Next week

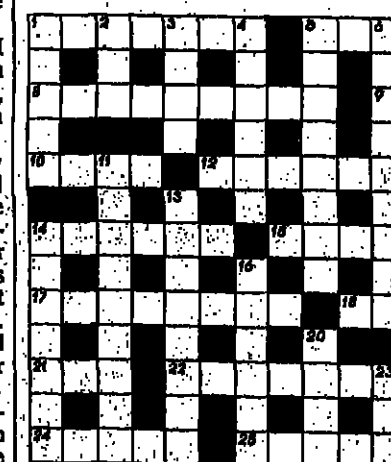
■ "The Handicapped Adolescent" Barry Taylor previews next week's DES/OECD Cardiff seminar, and assesses the significance of the 1990 year international project for the UK education service.

■ Nicholas Shakespeare on the Bacon/Shakespeare controversy.

■ Benny Morris on the way Israeli education system keeps the peace divided.

■ Magnet schools: the American experiment in voluntary integration.

Crossword No. 14



Across
1 Big, short in the film world? (5,2)
2 I may be cut and pickled (3)
3 Jammed cylinder (5,4)
4 The French way to feel regret (3)
5 Witnessed a Pole cut to pieces (4)
6 Change for two couples. (8)
7 It involves more of us (8)
8 There's a lot he wants (6)
9 Attacks one in the streets (6)

Down
1 The price of a... (4)
2 Native claim (4)
3 The way to keep time (4)
4 It's extremely... (4)
5 What it is like to... (4)
6 It's not to be... (4)
7 Smoking, because... (4)
8 Literally, the... (4)
9... (4)
10... (4)
11... (4)
12... (4)
13... (4)
14... (4)
15... (4)
16... (4)
17 What scores of young people are in? (8)
18 Smile at the end of a Wagnerian opera (4)
19 A top holiday centre (3)
20 It may end in a trying time after a spell of ill-will (5,4)
21 Word spirit (5)
22 Fraud seen in court or in the press (7)

Answers to puzzle No. 13

THE TIMES Educational Supplement

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Teachers 'hamper girls' careers'

by Mark Jackson

Detailed evidence on the way girls are discouraged from seeking apprenticeships by schools, careers officers and employers is contained in a report being prepared for the Equal Opportunities Commission.

The report, which will be published next month, will say that teachers and careers staff are not doing enough to help girls overcome employers' determination to deny them equal rights to training and promotion.

The report, based on a two year study of 190 firms including banks, building societies, retail stores and manufacturing companies, set out to investigate whether employers were breaking the law by denying girls the same opportunities of day-release as are offered to boys.

The researchers have found that although there is some evidence of deliberate discrimination by employers, much of the unfairness arises from the failure of teachers to act before the girls take jobs.

Indeed, the report will indicate that school teachers share many of the out-of-date assumptions about the limited career possibilities for girls.

In a preliminary account of the research to be presented to the British Association for the Advancement of Science meeting in York today, Dr Yves Benett, head of the Huddersfield Polytechnic team carrying out the study, accuses some careers officers of actually discouraging girls from applying for jobs that they consider as a male preserve.

The full report to the EOC, he told the TES this week, will contain specific examples of how teachers as well as careers officers perpetuate discrimination by failing to make girls aware of their potential, or steer them away from jobs with little or no training.

The team has conducted in-depth studies in 20 of the firms, involving 80 girl employees, and followed up the experiences of 50 more girls who left school at 16 last summer and looked for jobs in occupations which are traditionally reserved for males or in which women have been confined to the lower grade posts.

The researchers say that they were right with monotonous regularity by manufacturing firms that it was difficult to attract girls to apprenticeships, but that they found there was a host of reasons for this - beginning with schools.

The only apprentice craftswoman at one of the firms told the team that she was not allowed to do "the boys' jobs".

'Be beastly to incompetents'

More active in weeding out incompetent teachers, the chairman of the county's education committee has said governors, head teachers and education officers.

Lieutenant-Commander Nigel Laville, chairman of Hereford and Worcester education committee, also believes that all that the teachers of shortage subjects should be employed on short-term contracts from now on.

Commander Laville, who is a governor of five schools in the county, made his comments in a speech to the Western Rotary Club.

He told the TES this week that there was too much reluctance to be beastly to the teacher who underperforms.

subjects" until she threatened to make it public, and that she was laughed at when she told the school what she wanted to do on leaving. Only one woman among the careers service staff she saw encouraged her: the rest, she said, did not care.

One careers officer told the research team: "We paint the blackest picture and say that there are many barriers to overcome."

The personnel officer at the textile firm where the girl referred to is serving her apprenticeship admitted that they did their best to put her off by talking about the problems of having to supervise men - "probably Asians" - and women who might resent her.

The girl herself said that she attended a whole series of hostile interviews before the personnel officer told her she had done so well in the selection tests and interviews that it would constitute sex discrimination if the firm did not take her. During the interviews she was asked, she alleged, about boy friends.

Another firm's personnel officer said that girls could be persuaded to withdraw their applications by being told it was not possible to provide female lavatories or that employees had to lift heavy weights - without mentioning that the firm trained staff to do the lifting properly.

The researchers discovered that colleges do not make technical drawing and metalwork or woodwork an entry qualification for craft and technician courses, and point out that the insistence of firms that apprenticeship applicants should have studied these at school is likely to be unjustifiably detrimental to girls because of sex stereotyping in the school curriculum.

But the unequal treatment of girls and boys in day release extends far beyond apprenticeship, say the researchers. One possibly unlawful practice is the separation of jobs in the same broad category into those kept predominantly for men and those for girls, with the male jobs carrying the prospect of advancement and therefore a need to study for advanced qualifications.

Two of the banks studied divided their recruits into "career" staff, most of them 18-year-old males with one or more A levels, and what one bank officer called "machine and counter fodder", mainly 16-year-old girls with four O levels or their equivalent. One executive explained that "it would not be fair to put a lad with A levels into a room full of girls just sorting cheques."

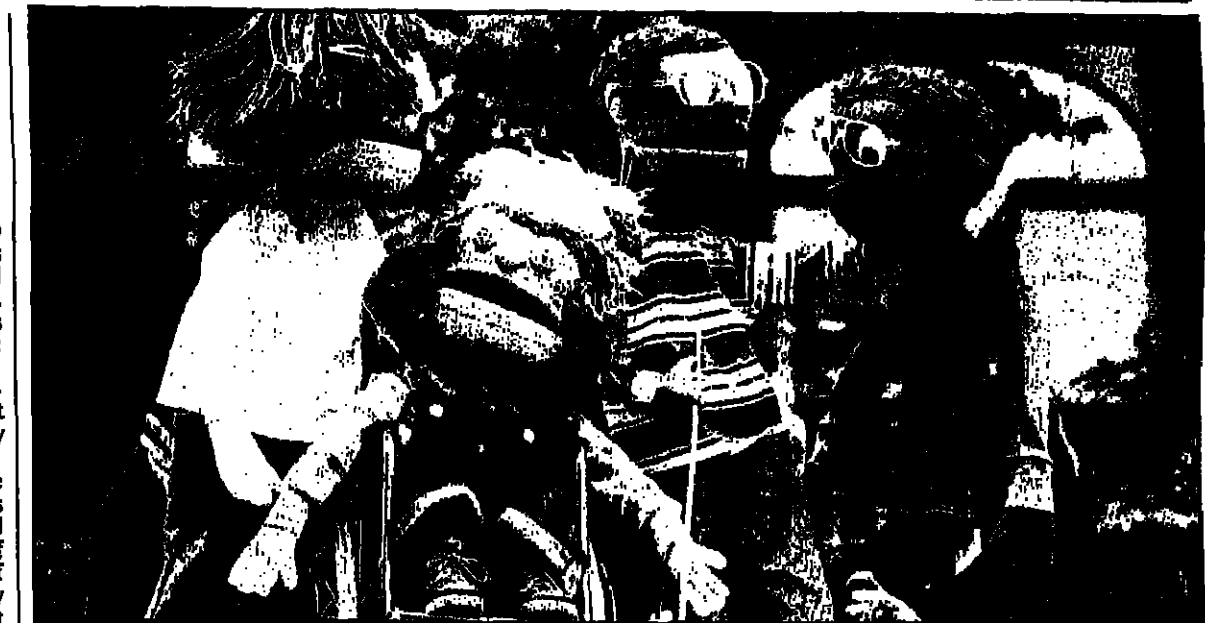
There were incompetent people in all institutions, he said. "The difference here is that a poor teacher, particularly in a small school, can have a disproportionate effect on a large number of children over many years."

The local association of the National Union of Teachers has criticized Commander Laville's remarks, warning that the county will not be able to attract new good teachers if only short term contracts are on offer, while there are permanent contracts elsewhere. The NUT also claims that basic necessities for teaching are being denied in the county.

But by not being beastly to him you are being beastly to all those

children who suffer in his classes," he said.

Sarah Bayliss



These "youngsters", the world's first disabled puppets, are part of a troupe brought to Britain from America by Barbara Aiello, to teach children more understanding for the handicapped. Their disabilities range from cerebral palsy to deafness and overweight.

Lessons from the cube...

The latest craze happens to be for one of the most educational toys ever invented. That is how Dr David Singmaster, of London's Polytechnic of the South Bank, rates the Hungarian, magic or Rubik's cube.

In a paper to the mathematics section of the British Association for the Advancement of Science he explains some of its advanced mathematics and he believes schools should be striving to exploit the popular cube's full educational potential.

Dr Singmaster says it can be used to teach children three-dimensional geometry, along with the variations on the cube theme now appearing. "Children who two years ago would not have known what a cube was, are today playing cheerfully with cubes, octagonal prisms, truncated cubes and cubo-octahedra. Soon there will be tetrahedra, spheres and possibly dodecahedra and octahedra."

British Association reports: page 6



Bright ideas

Teachers and parents between them often destroy children's natural intelligence, claims a psychologist in a new book published this week.

David Lewis is writing for parents, but teachers often appear as unconscious villains in his handbook on how to produce an intelligent child. Mr Lewis maintains that proven techniques exist to improve memory, creativity and problem solving, and enhance children's intelligence. You can teach your child intelligence, he says.

Press, 26.95.

Petition backs 'cuffing' teacher

A teacher who cuffed and kicked a pupil he found tampering with his car aerial has been overwhelmed with public support including a Jaguar shop steward who presented a petition signed by 1600 car workers.

Mr Christopher Thakrah, the 41-year-old head of home economics at Chamberlaine comprehensive school at Bedworth near Coventry was fined £50 by magistrates for assault-

ing the 12-year-old boy and suspended from his job. But school governors have lifted the suspension.

Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses Association, which represented the teacher and met his legal costs said this week: "Public reaction to press reports indicates a fair wave of support for a tougher style of discipline."

This Week

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Newcomers to the annual Plowden conference on primary education might well start off with a strong feeling that it is a cosy and complacent occasion. Old hands tell you they come for their "annual fix", and start setting up a cricket match for the free afternoon.

Three of the six main speeches seem deliberately off-centre, contributed by a poet, a journalist and a paediatrician. This year, the occasion was even cosier than usual - local authorities were not picking up the bill, and most teachers at the conference were paying their own way.

But by Lady Plowden's closing address (when, as always, she played a straight bat and hit out at defensive bowling - see page 7) it was clear that there was no comfortable consensus about right-minded primary practice. Instead, awkward questions were being asked about what many participants would have considered outstandingly good work.

Certainly, there was considerable agreement about the first steps that lead to successful practice. The basic Plowden tenets of children learning by activity, starting from their own surroundings and being taught to conduct their own investigations, were not questioned.

But there seemed to be a strong feeling that Plowden style, as often practised, could end in very superficial work, and that there was a need for new thinking and definitions that could lead on to stage two.

Stage one, at its best, was all around the conference walls, with exhibitions of children's work from High Wycombe in Hertfordshire and Guillemont Junior in Hampshire. Children had conducted those detailed investigations of many things around them.

The work had led to a great deal of representational art in a variety of media - printing, needlework, batik, clay. It had generated work in science, with children devising and reporting on their experiments, and writing and poetry, and mathematics. The work was often pre-



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Fourteen years on - Plowden refurbished

sented in impressive books made by the children, with careful layouts and striking bindings.

Teacher trainers at the conference discussed the chances of getting their primary-range students to do this kind of work, both at their own level and with children. This approach had got a long way at Bishop Grosseteste college, and the "professional studies" tutors discussed how they now devoted the whole third year to it.

At the sharp end of conference discussions,

three main worries were being expressed about this work. The most predictable, and perhaps the easiest to answer, was its relevance to inner city children. The most surprising was whether it was stifling children's creativity. Were they in fact producing highly skilled products more or less at their teachers' dictation?

But the most immediately difficult question was how work of this kind can be organized so that children (and college students) have a balanced education, and end with the intelle-



Comment

More grist for Scarman's mill

Lord Scarman's swift and sympathetic initial inquiry into the causes of the summer's Brixton riots suddenly established him firmly as a man for all inquiries and races. At a time when the ethnic communities are more likely to boycott such inquiries, the people of Brixton welcomed to Scarman and invited him into their homes (particularly after he made an immediate, informal visit to look at houses where the police were alleged to have made too brutal a search).

The outcome of all this unity of purpose was that Lord Scarman declared his intention to go on and look at the underlying causes of the recent disorders and, when the disorders spread to other inner cities, to broaden his field of inquiry still further.

Even for someone with Lord Scarman's rare combination of judicial incisiveness and common touch, it has always been clear what a formidable task this would be, especially with the example of the Rampton Committee's obstacle race fresh in our minds. For Scarman must look not only at a broad area, but be prepared to examine some parts of it in detail and depth.

Last week in these pages we carried a report of the evidence submitted to part two of the Scarman inquiry by Mr Tomlinson, formerly a history teacher and warden of an ILEA teachers' centre. His thesis, that "so-called multi-ethnic education teachers" are themselves responsible for fanning the flames of racial violence in the classroom by stereotyping all whites as racists, is one that he has rehearsed before in these pages - with particular reference to ILEA's multi-racial inspectorate - as well as in the latter columns of *The Times*. It is a view which not surprisingly has led to much controversy and correspondence.

Since he has said it again, and to the inquiry, Lord Scarman has obviously to make his own assessment of how much foundation there is for this criticism. Although the ILEA had already put in its formal evidence to the inquiry, the inquiry's secretary asked for further comment on the Haste submission, which the education officer, Mr Peter Newsam, has now provided (page 3).

Two of Newsam's most important planks had to be a proper definition of the work of

ILEA's multi-ethnic inspectorate, and a quotation from the HMI report on ILEA which saw much to commend in the authority's approach to the educational issues resulting from a multi-racial community. Apart from that, there was little that could be said apart from detailed, blow-by-blow rebuttal on points of detail.

Both Newsam and Scarman are well equipped to cut their way through this sort of undergrowth, but the mind-boggling factor in this particular contretemps is the vision of the endless paper work it conjures up. Is the support staff there in depth to handle it? Lord Scarman made his Brixton reputation as a one-man band. It would be a thousand pities if it were dissipated as the inquiry is widened, because the thicket of evidence gets out of hand.



Stranded in no-man's land

"A Chairman's salute and envoy" is how John Tomlinson subtitled his British Association paper on the Schools Council (page 6). He comes to the end of his stint at the council later this year, and when he goes, Mr Carrile will have to decide who to put in his place to push through any changes in the light of Mrs Trevelyan's external review of the council and its operations (also expected within the next few months).

Mr Tomlinson is a skilled apologist for the post-Great Debate Council, and he puts a good face on what he has been trying to do in the past three frustrating years. Many people will think he takes an unduly sanguine view of the Convocation - the so-called educational parliament - which has only fitfully resembled the open forum of public interests, which was intended as a remedy for the parochialism of the educational insiders. On the other hand, his spirited defence of the council's record on examination reform correctly puts the blame for procrastination where it belongs - on successive education ministers who refused to take decisions and insisted on reworking every

exercise which the council has - stalled through.

One of Mr Tomlinson's gifts is to relate the activities of the Schools Council to the wider context of central and local government, and to the broader balance of political, administrative and professional power within the education system. He rightly sees the tribulations through which the council has passed, and the conflicts and the controversies which have marked its progress over the past 10 years, as part of the same changing pattern of relationships which has also seen the central government seeking to intervene in the curriculum.

Had this increased assertiveness on the part of national politicians coincided with the emergence of a strong new consensus, a curriculum development enterprise like the Schools Council would have suffered fewer traumas. In the event, the bipartisan conservative-consensus initiated by the Ruskin Speech in 1976 has been overshadowed more recently by what happened to relations between central and local government. Mr Tomlinson's concluding warning relates to this. The Schools Council, like "a national service locally administered", depends on a sharing of power and influence which may already have been fatally undermined by Sir Geoffrey Howe and Mr Michael Heseltine between them. If Mr Tomlinson is right - and he probably is - the implications extend far beyond the Schools Council and its affairs.

Two views of the future

Manifesto, the radical strategy recommended by a group of left-wing academics and political activists (among them Ms. Frances Morrell, now deputy leader of the Inner London Education Authority) is mainly about the economic and foreign policies thought to be required to create a socialist Britain, freed from the external controls of Europe, the multinationals, and the international banking system. It does, however, conclude with a cursory section on the social services, including education.

This contains no surprises but consolidates the prevailing orthodoxy of the comprehensive school, with the withdrawal of all indirect subsidies from private education leading in time to the abolition of independent education. It would be unfair to take issue with it in detail - the sweep is very broad - but it seems to have a great faith in the equalising effect of lumping everything together. Comprehensive schools must be able to cope with all types of ability and intelligence, mental

and physical handicaps, and differing social and religious customs and beliefs. And comprehensive is the vision of what will happen a bit later on: "We should have together sixth forms, colleges of further education, universities, polytechnics and education, and so seek to create a comprehensive education past the age of 16, or thereabouts, just a big and clumsy umbrella."

There is a well-aimed side swipe at the Youth Opportunities Programme - "its value both our language and political speech when we describe as 'youth opportunities' dead-end tasks for unemployed teenagers" - and a ritual proposal for a revolution in industrial training.

Clive Jenkins and Barry Sherman return to the theme of the collapse of work in *Leisure Shock*, which also has a lot to say about education. Though progressive in its political assumptions, this is more concerned about the social consequences of technological change, than the imposition of a particular set of political values. Quite rightly, it challenges the resurgence at the very time when vocational demands of future society are becoming more and more obscure.

The essence of the vision which Jenkins and Sherman project is one in which the demands of production are met by a smaller work force, working shorter hours and releasing more resources for other things. They include an extra £3 billion-worth of job teaching and ancillary work - a 30 per cent increase in educational jobs. They conclude in emphasis, the old, unexplained change in learning facts to learning how to learn, which is a bit too glib to be informative, though it clearly has a lot to do with computers, on the one hand, and leisure and education, on the other. The implications of the financial back-up to make schools attractive; schools and colleges equipped with creches, car parks and restaurants to accommodate all or most into their early years. Roll on, early retirement!

Manifesto by Francis Gripps, John O'Neill, Frances Morrell, Jimmy Reid, Peter Tomlinson and Stuart Weir, Pan, £1.95.
The Leisure Shock by Clive Jenkins and Barry Sherman, Eyre-Methuen, £8.95.

No comment

"Independent councillor Mike Parker, said former Labour colleague" he... had done a full day's work in his life. He is a teacher, and, as such, all he does all day is mark a few books and live off the state. From the *Millon Keynes Gazette*, July 3.

Many public school assisted places unfilled Empty desks in aid scheme

by Diane Spencer

Seventy per cent of places in England's leading public schools on offer under the Government's controversial assisted places scheme have gone to pupils from maintained schools.

A private survey by the Headmaster's Conference (HMC) of 110 leading public schools also discloses that just more than 2,000 or nearly 2,800 places being offered have been taken up.

The £5m scheme as a whole provides nearly 5,500 places in England, including almost 1,000 in the sixth

form, which proved more difficult to fill with suitable pupils. Only 205 of the 512 sixth form places on offer by the HMC schools in the survey have been filled.

However, there was no shortage of applicants overall. The schools in the survey received 7,400 applications. In some cases, pupils failed to reach the academic standard, in others their parents did not fall within the required income bracket.

Some schools were heavily oversubscribed and had to turn away

good applicants from poor homes who might have been given a place at a less popular school.

The HMC schools account for half the 220 schools taking part in the scheme, and for about half the places on offer this year. A quarter of the successful applicants will have all their fees paid by the Government and therefore must come from families with gross earnings of less than £4,600 a year if they have only one child, or less than £5,200 if they have two.

The VATman cometh, and trails confusion

by Hilary Wilce

VAT men are descending on adult education centres in increasing numbers, but their judgments on which courses should be subject to their 15 per cent levy are varying greatly.

Fees for educational courses are considered exempt from value added tax, but those for recreational courses are not. So at Deben Adult Education Centre, in Essex, where two VAT inspectors arrived recently, O level French was judged tax exempt, but not holiday French.

But decisions of local inspectors reported to the National Institute of Adult Education include:

- that an activity based on "skill" is educational;
- that a course not designed for external examination is recreational;
- that courses conducted outside a school or college are more likely to be recreational.

Mr Arthur Stock, director of the institute, said that recent publicity given to attempts to provide self-financing adult education services had stirred the interest of tax inspectors.

They had also become more active following the decision of Grampian Region, in Scotland, to appeal against the decision to levy VAT on evening classes for non-vocational students.

Both the Institute and the Association of County Councils are pressing the Department of Education and Science to take up the issue with Customs and Excise. A spokesman for the DES said that talks were planned.

Meanwhile the Treasury has set out its official position in a letter from Lord Cockfield, Minister of State at the Treasury, to Mr Russell Johnston, Liberal MP for Inverness-shire. This says that if full-cost fees are charged, "to qualify for an exemption a course would have to be comparable in depth, duration and content with similar courses provided by a school or university providing exempt education."

The judgment in the Grampian appeal, due to be heard next month, should help clarify the situation.

Sex education too formal

Schools approach sex education too formally, a conference was told last week.

Mrs Dorothy Keating of the Sex Education Resources Centre in Bristol said that lessons in sex education were conducted in "bleak classrooms with children lined up in rows", whereas small, informal groups in a cosy corner of the library would be more suitable.

Mrs Keating told the International Society for Research on Sex Education Conference in London that

many parents were reluctant to talk to their children about birth control and boys and girls, no matter how much they loved their parents, would not talk to them about their sex lives. She thought, therefore, that the 1980 Education Act, which gave parents the right to keep their children from sex education lessons, could be extremely unhelpful to the young people. "I sometimes wonder how much the critics of sex education are in touch with the facts," she said.

TUC drops anti-YOP move

The attempt to get next week's TUC conference to back all Youth Opportunities Programme work experience schemes with employers has been aborted. TUC chiefs have succeeded in eliminating the proposal.

The resolution calling for a withdrawal of cooperation from YOP was tabled by the Society of Civil Servants, one of the civil service unions which have kept the scheme from operating in most

Government offices. Neither the civil servants' proposal nor one from the Transport and General Workers Union that YOP schemes be confined to unionized firms have survived.

The composite motion calls on the Government to make a number of improvements in YOP, including decisive action against abuse of the scheme by some employers and a rise in the weekly allowance to youngsters.

Rallying cry goes out to the independents

Independent schools must go on the offensive to fight for their survival, a conference was told this week.

The rallying cry by Lord Balfour, principal of the Independent University College of Buckingham, was taken up by the new chairman of the Incorporated Association of Preparatory Schools at its annual conference in Oxford.

Mr George Mathewson, Head of Millthorpe Preparatory School in Yorkshire, reminded members of the war, who is the spokesman for those who seek to destroy the house which we have built and which we so jealously defend.

Lord Balfour said it was necessary to go on the offensive. "Independent

schools are not merely a desirable exception to the general run of things or a useful yardstick to measure the performance of the rest of the system, but the proper way to run education generally."

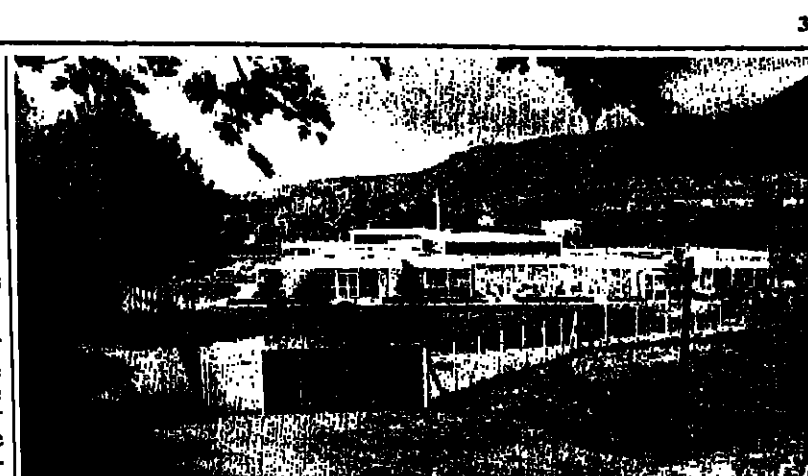
The "Public School Revolution" of the 1960s and 1970s, when "the independent schools stumbled into the future, knocking over a number of sacred cows as they went, but with no clear idea of where they were going" has now been succinctly and wittily chronicled by Dr John Rae, head of Westminster School, writes Virginia Makins.

Rae's account covers the political and education life of the schools. On the political side, he describes the

major and successful public relations effort. One of its cleverer aims, successfully achieved, was to replace the term "Public schools" by the more neutral "Independent schools."

On the educational side, he describes the considerable traumas the heads and staff faced when the youth revolution struck and their pupils started growing their hair in the late 1960s - particularly in boys' boarding schools.

Dr Rae's book ends with regret that no-one is trying to find a political answer to the question of how independent schools should contribute to national education. *The Public School Revolution* by John Rae, Faber, £6.50.



Playing safe in Aberfan

The school above was deserted on Wednesday, the first day of the autumn term. The 16 staff and 350 pupils of Ynysowen Junior and Infants' School, Aberfan, were waiting to hear if they would have to start the new school year in temporary buildings, after a decision the previous evening to keep the school closed until an underground fire on the edge of the school site is extinguished.

Mr Edward Roberts, Merthyr Tydfil district education officer, attended consultations at Mid-Glamorgan

education offices, on Wednesday, to discuss contingency plans. Mr Mervyn Thomas his deputy said. "If it is a long job and we have to make other arrangements I don't think we can find alternative accommodation all in the village. We may have to transport some pupils to other schools."

The school was built 15 years ago on coal waste to replace the old building, engulfed by a slurry tip collapse which killed 116 children and 28 adults.

Race conflict claim denied

The allegation that teachers were "systematically fanning the flames of racial conflict" was strongly denied this week by the chief officer of the Inner London Education Authority.

Mr Peter Newsam said the allegation by Mr Tom Hastie, a retired teacher, in his evidence to the Scarman inquiry into the Brixton riots was "without foundation in fact."

Mr Newsam gave a detailed reply to Lord Scarman about Mr Hastie's criticisms which were reported in last week's *TES*. Of Mr Hastie's criticism of the authority's work in multi-

cultural education, Mr Newsam said the authority's inspectorate and HMIs visited schools and classes regularly and, "unlike Mr Hastie, are qualified to make judgments on what is happening there by directly observing it."

He quoted an HMI report published last year on ILEA's response to a multi-ethnic society, which said that full inspections of secondary schools "have revealed much evidence of signal success in achieving harmonious communities or in promoting good relations between ethnic communities."

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Platform

Next week, the UK plays host to an international conference on "The Handicapped Adolescent". Barry Taylor says we must learn to adapt lessons from abroad

Admiration is not enough

"I have been unemployed for 20 months and am very depressed; no one seems to want me, I'd be better off dead" — so spoke a disabled youngster to his Somerset Careers Counsellor in the International Year of the Disabled.

On the face of it, times could hardly be less propitious for advancing the cause of the handicapped. The Minister of State, Baroness Young, claimed recently "the effects of the (Warnock) Bill are not in themselves costly", to which a fair riposte might be that either the terms of the Bill are inadequate or the Minister envisages little progress on major clauses in the foreseeable future. Certainly there is general agreement that a thorough-going policy of integration must mean spending money to be successful.

Many handicapped depend upon a job for effective living even more than the rest of us. It is often only to the workplace that they can look for social contacts, mental stimulation, physical activity, even a marriage partner. Yet their chances of getting a job diminish monthly as the unemployment registers swell and potential employers can, and often must, demand higher qualifications, greater skills and enhanced productivity.

Against this background, next week's conference "The Handicapped Adolescent" is, I believe, particularly significant for the UK education service and its partners in provision. There is the need to remind ourselves and the community at large of the just demands and the unmet needs of the disabled; but also there is an opportunity to consider the achievements of recent years both here and abroad. The joint sponsor of the Conference with the DES is the OECD, whose Centre for Educational Research and Innovation has for the past three years enabled providers for the handicapped from most of the developed countries to consider objectives and compare performance.

Inevitably, the twin pivots have been the policy and practice of integration and of transition from school to work — or living without work. At the outset (1977), the definition of terms had lessons for those of us from the UK. The US representatives, whose Federal Bureau for the Handicapped has been the source of funds, considered that the proper concern was with 10 per cent or more of the total adolescent population. This found a ready response throughout Western Europe, the Commonwealth and Japan, as well as from one of the project leaders, the late Jack Tizard, whose late of Wright study had reached the same conclusion. Yet far too much attention has ever since been concentrated upon the 1.7 per cent who currently are educated in special schools and units.

Perhaps a more useful approach to integration would be to pay close attention to the 10 per cent plus of youngsters in mainstream schools who for part or the whole of their school career have special needs, be those arising over the extent to which the small minority might best be integrated from their special schools.

Similarly, attempts to define "adolescence" in this context only underline that many young people with special needs in other countries are still in receipt of full-time education at 21 years of age, for example in Scandinavia, whereas it is exceptional for the handicapped to receive anything from the UK education service beyond 16 years of age.

Agreement has been universal that labelling by type of handicap is insufficiently refined, as well as stigmatising many of those so labelled in the eyes of the general populace.

Professor Nicolas Hobbs of Tennessee developed an alternative approach to the identification of those in need which he designates "ecological". The child is considered within his total environment — family, school, friends, neighbourhood, etc. — and from this his needs are defined and a "prescription" prepared to meet them. Crucial to the process is a regular up-dating and also a careful and comprehensive exploration of how to maximize normal living after full-time education — all of which chimed in well with post-Warnock objectives in this country.

Only rarely has a thorough-going commitment to integration of the handicapped in mainstream schools been questioned within the working groups, international seminars and study papers which have characterized the OECD/CERI projects, and usually the reservations have come from the British. Not that the other 24 nations are found in practice to be necessarily further along the road of total integration than we are. The Norwegians, for example, allow for no equivocation in the principle, yet provide for many severely disabled young people in units distanced from the other teaching areas in schools.

Perhaps the "purest" forms of integration encountered are in parts of Italy and Spain, but historically these two countries have not made the sophisticated separate provision for the handicapped which we have established. In other words, almost everyone is in the mainstream, because there is nothing else.

Whether individual disabled youngsters are thereby advantaged depends, obviously, on the skill of their teachers and the strength of the supporting services upon which they can draw. While the question constantly posed by some of us "Would children now provided for separately receive a more useful educational and social experience if placed in normal classrooms?" inevitably provoked an affirmative answer, there was also a universal recognition of the need to change the nature of our "normal" schools and widen the range of understanding and skills of their teachers.

The United States' principle of aiming to educate every child in the "least restrictive environment" might be accepted by all, whether they believe that integration will force change or that change and resource commitment should precede integration.

With the Warnock Bill at the final stage of passing into law, it is constructive to consider the effect of more far-reaching legislation adopted in the USA and elsewhere. Public Law 94-142, has, from 1975 onwards, required American school boards to place all disabled young people in the most "normal" environment achievable.

Recently, the boards have been required by law to draft a programme, in conjunction with parents for every handicapped child, covering not only school placement, but medical and social needs, and also further education and training requirements after compulsory schooling. This process is a legal requirement for approximately 9 per cent of the population, and backsliding school boards have been taken to court, successfully, in order to compel them to carry out their responsibilities.

The current debate here about the legal basis for further education might well be resolved by a similar recourse to our courts. Experience elsewhere — in Scandinavia predictably, but also in Italy and the Commonwealth countries — lends weight to the suspicion that the gradualist approach of our current legislative proposals may be quite inadequate in the face of an increasingly assertive stance on the part of handicapped rights movements, particularly in respect of education and training beyond compulsory school age.

Overshadowing all the remarkable advances in curriculum, in multi-disciplinary teamwork, and in social integration which have been highlighted across the world, has been the growth of unemployment, varying in severity but common to all countries. One response has been a widespread extension of work preparation and bridging courses for the handicapped; another a questioning of the overriding importance of the work ethic.

The latter has been undertaken most persuasively by two key contributors, Jack Tizard and Elizabeth Anderson. They direct attention to alternative life styles, communal living, craft and other co-operatives, as well as proposing a greater involvement by the disabled in voluntary work, particularly on a mutual support basis.

However, the reasoning that the handicapped will only be accepted in society if they can be shown capable of holding down a job remains persuasive, at least until long term unemployment is removed of its stigma among the non-handicapped. Hence the major thrust at the transitional stage — approximately two years before the end of compulsory schooling to two years beyond — has been to enhance employability.

Patricia Rowan has described in "What Sort of Life?" (NFER) the efforts of nine UK local education authorities, both to question the curriculum towards vocational objectives and also to provide special post-school courses, usually based in FE colleges, aimed at introducing the handicapped to the disciplines and demands of the workplace. Here, as abroad, the traditional pattern of separate vocational training for a limited range of occupations, or even a single "reserved" occupation — piano tuning for the blind in Western Europe, or acupuncture (until it became very profitable) in Japan, is rapidly being changed by placements in ordinary colleges.

Often the handicapped will be given real work within the college — in the kitchens or photography studio, for example — before moving on to a sympathetic or well-prepared employer. In both Italy and Austria it is common for a number of firms to have a permanent relationship with a particular college department and to provide work in situ. Tradesmen work alongside teachers and social workers in enhancing skills and social competence so that individuals can maintain the required level of productivity on the shop floor. American university departments are commonly involved in skill training, providing extensive programmes to impart motor skills to the severely disabled prior to their placement with local firms.

So there is much to be transmitted between countries about the preparation of the potential employee; but of equal importance is the identification of sympathetic employers. The New Zealand Employers' Federation attitude that "breadwinners" must come first when jobs are scarce, will



What chance of a job for the handicapped as the dole register nears five million?

dependent women and the handicapped — then being considered for what is left, has been modified by participation in the international seminar based in their country. However, it may be a view widely shared, but seldom voiced.

Consequently, explicit employment policies in relation to the handicapped may be crucial. In the USA the President's Committee for the Handicapped found recently that the vast majority of local authorities had a written — and published — action plan; of how many UK local authorities can the same be said?

The pressure on our sheltered employment openings becomes more acute. Not only are more profoundly handicapped surviving to adulthood, but also the inability of the moderately handicapped to secure open employment increases the bid. We need to develop more centres or industrial enclaves which provide extended employment as near as possible on an economic basis, and there are many foreign models to follow.

Equally, the scarcity of short term places aimed at preparing the handicapped for more open placements must be relieved. Tom Bellamy and his colleagues at the University of Oregon have described the high degree of time, imagination and skill training required to edge the severely disabled from sheltered to open employment; and we have much to learn from their work.

Everywhere there is a commitment to the importance of teamwork — among doctors, psychologists, special teachers, therapists and so on — but, I have sometimes felt, everywhere there are inter-professional jealousies, except perhaps in that country where the impressive network of area multi-disciplinary teams exist. In the main, only on a service paper. However, the activities of the past three years have, I believe, bred a common understanding and purpose among the participants, whatever their professional background or whether drawn from central or local government.

So — what next? At Cardiff examples of good practice will abound and issues will no doubt be further clarified, representatives of I.E.S.s and from many other countries will

however, be looking to the second, developmental phase. This is likely to focus on the secondary school as a setting for integration with the general theme of initial and on-going service teaching preparation, provision for the profoundly handicapped and an assessment of the efficacy of schooling and vocational training in securing jobs. The experience of particular countries will be studied in depth, and no doubt the considerable involvement of the UK will continue.

Inevitably, only a minute proportion of those responsible for managing or providing services for the handicapped can be involved in the conference, or a project, of the kind. For those who have that privilege the over-riding issue must be how can the delivery of services be influenced for the good by the dissemination of experience elsewhere? Clearly, it is not enough to publish a couple of books, as will shortly happen under the aegis of OECD — one concerned with integration, and the other with transition from school to work — and then expect a grateful special education world to implement all the splendid things contained therein.

In the post-Warnock period we must eschew insularity or a tendency to assume nothing can change or cause there is neither money for services nor jobs. Much can be done to the energy and imagination of those working with the handicapped and the handicapped themselves. It is not enough to admire integration in a Roman inner city area. We need to decide how their example can best help us in Taunton or Tiverton.

Barry Taylor is Chief Education Officer for Somerset and director in the UK of the OECD project "The Handicapped Adolescent".

DES/OECD Conference, South Glamorgan Institute of Higher Education, Cardiff, September 7-10, 1981.

Significant Living Without Work, available from OECD, Chateau de Muette, Paris.

Carlisle decision on sixth forms 'urgent' BBC series nominated for literacy prize

by Sarah Bayliss

The chief officer of Manchester city council has demanded to know when the Department of Education will make a decision on the reorganization of the city's secondary schools. In an exchange of letters with the department, Mr James Hetherington, Manchester's chief executive, has conveyed the authority's serious concern that a decision is overdue and will soon become urgent.

The Labour-led council wants to abolish sixth forms from next September and introduce a scheme of schools for the 11s to 16s plus colleges for the 16s to 19s. After a period of public consultation it submitted the plans to the department in mid-April this year.

In a letter to Mr Mark Carlisle, the Education Secretary, a week ago Mr Hetherington wrote: "I am instructed to ask by what date at the latest a decision will be made and communicated to this city council". Mr Carlisle, who returned from holiday last week, is believed to be considering the case personally, rather than delegating it to a junior minister. The Manchester scheme has important political implications since it is the first city-wide plan proposing the abolition of sixth forms and reorganizing education

with a break at 16.

The city's Labour group has been determined to make the system universal across the city and so published a single notice proposing the closure of 25 secondary schools and the subsequent reopening of 19 schools.

It is understood that the delay in approving or rejecting the scheme may be due to legal wrangling over what powers the Education Secretary might have under the 1980 Education Act to modify the scheme rather than say yes, or no, to the whole. Education officers in Manchester

are particularly concerned about their legal obligations to parents whose children are due to start their secondary education next September. Under the 1980 Act parents must receive detailed information about the schools available before making their choices.

An I.E.A. spokesman said it was believed civil servants completed their work on the scheme in mid-July.

A DES spokesman said Manchester's case was one of the most complex Mr Carlisle had ever had to consider.

Three literacy prizes are awarded annually by the United Nations Educational, Scientific and Cultural Organization, but this is the first time a British project has been before the jury. In previous years the Government has been reluctant to nominate a national scheme, feeling that the prizes should be given for work in developing countries.

This year, however, government

advisors urged a break with this tradition. They argued that the format of On The Move was relevant to developing countries, and that widespread interest in the series had been shown by Commonwealth countries.

Source within Unesco suggested this week that the nomination had found favour with the judges for its innovative methods and for the way that the television programmes had been linked to a nationwide referral system.

The series of 50 10-minute programmes was first shown in 1975 and has been repeated five times. The prizes are to be awarded in Paris next Tuesday, on a day designated by Unesco as International Literacy Day. The three prizes are the Nadezhda K. Krupskaya prize of about £4,000, given by the Government of the Soviet Union, the International Reading Association prize of about £3,000, given by an American-based non-governmental organization, and the Noma prize, given by a Japanese publisher, Mr Shochiku Noma.

Among this year's 41 nominations for the three awards are the Angola Government, the Federation of Cuban Women and the adult education authorities in the Indian state of Bihar. The names of two individual literacy campaigners, from Iraq and Honduras have been considered, as has the work of wives of civil servants in Indonesia.



No, not a rival for Coe and Oveit, but charity raising Peter Perkins head of geography and geology at Bicester school, who marked his recent departure with a £50 boost for school funds.

Walker's bid to milk EEC angers heart group

When it comes to school milk, Governments can't win.

Mrs Thatcher withdrew free school milk for many in 1971 and earned the title "milk-snatcher". Then, in last year's Education Act, the Conservatives withdrew all obligations on councils to provide milk, free or otherwise. Meanwhile, Mr Peter Walker, Minister for Agriculture, has been fighting for months in London and Brussels to clinch an EEC milk subsidy to undo some of the damage.

Now along comes the Coronary Prevention Group and urges him to think again. They have written to all chief education officers this week saying anyone interested in children's health should condemn it as a "cyclical gesture contrary to established healthy eating practices".

The trouble with Mr Walker's subsidy is that it is payable only on full fat milk, not on skimmed or semi-skimmed milk.

The Department of Education and Science said this week: "Milk is a good economical food which provides many nutrients important for growth in a readily available form."

Unions and pressure groups form anti-cuts alliance

The National Union of Teachers claimed credit this week for an alliance of 27 unions and pressure groups formed under the aegis of the TUC to reverse the cuts in educational spending and massively expand the service.

The alliance brings together the main unions of teachers and lecturers, including the NUT, National Association of Schoolmasters and Union of Women Teachers, the Association of University Teachers and the National Association of Teachers in Further and Higher Education.

They are joined by unions of local authority employees such as NALGO and NUPE and the General and Municipal Workers' Union and pressure groups like Child Poverty Action, Youthaid and the Mature Students' Union.

A manifesto produced by the alliance calls for a restoration in education of the standards of the 1960s.

Barry Taylor is Chief Education Officer for Somerset and director in the UK of the OECD project "The Handicapped Adolescent".

DES/OECD Conference, South Glamorgan Institute of Higher Education, Cardiff, September 7-10, 1981.

Significant Living Without Work, available from OECD, Chateau de Muette, Paris.

national spending to at least the level in real terms of when the present Government took office.

At a press conference to launch the alliance, Mr Len Murray, general secretary of the TUC and chairman of its education committee, said a resolution of the 1980 TUC general congress called on the general council to form an educational alliance similar to the wartime Alliance for Education formed in 1942, which helped bring about the 1944 Education Act.

But Mr Doug McAvoy, deputy general secretary of the NUT, said after the conference that the initiative had come from the NUT. He referred to a resolution passed at the union conference last year instructing the NUT executive to do all possible to reverse Government policies and "associate the union with those unions in the public sector similarly affected in a national campaign towards these ends".

Sacking of teacher in caning row confirmed

Seton education authority on Monday has confirmed the decision of governors at Litherland High School to sack Mr Alan Corkish, the teacher who passed on information about the school's punishment record to the anti-caning group STOPP.

Mr Corkish had already been reprimanded by the latest allegations included revealing to pupils the attitudes of other members of staff towards corporal punishment.

Mr Corkish complains that while

he has been suspended for two months without pay the local authority regarded him as employed, thus preventing him from talking to the press about the case and from drawing any benefit.

Seton say he was not paid because of the grave nature of the complaints against him, his previous record and final written warning over the STOPP affair and his failure to provide them with information about his earlier career to enable them to

determine whether he was overpaid.

Another Litherland teacher, Mrs Lynda Hughes, head of drama, has also been recommended for dismissal by the governors. She is accused of "gross unprofessional conduct" in that she sent STOPP copies of a critical report on Litherland.

Two other teachers, Mr Roger Britton and Miss Molra Dobson, have also been suspended. Seton refused to give details of what they are accused of.

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British Association 1981

● The 150th meeting of the British Association for the Advancement of Science took place this week in York where it all began in 1831. Created for the early Victorian "nobility, clergy, gentry and philosopher," it has been dubbed "The Parliament of Science". Nowadays it seems to be largely the preserve of the old and the young; the grand old FRSS of science and the sixth-formers of the British Association of Young Scientists.

Its official purpose when it was set up was

"To give a stronger impulse and more systematic direction to scientific enquiry; to promote the intercourse of those who cultivate science in different parts of the British Empire with one another and with foreign philosophers; to obtain more general attention for the objects of science and the removal of any disadvantages of a public kind which impede its progress".

The Empire and the brand of Victorian social and intellectual life that spawned what

The British Association, are now things of the past. But the association still sets out to interest the public - and protect the public interest - in all aspects of science and technology.

The 17 sections meeting simultaneously cover all the major science and social science disciplines including education.

The emphasis of the education section this year on youth unemployment and education and training for 16- to 19-year-olds is typical of

the way the BA strives for topicality in its proceedings.

But whole numbers like 150 bring out the nostalgia even in scientists and a great deal of this year's programme looks backward to past glories, reviewing the strides taken in various branches of science and men responsible for them. And naturally there is a long word meaning 150th - sesquicentenary. In fact this is only the 143rd meeting as no meetings were held in 1917 or 1918 or from 1940 to 1946.

Reports by Bob Doe and Mark Jackson

Pupils should have 'consumer say' in their schooling

Pupils should have a say in their education through the Schools Council, its chairman, Mr John Tomlinson, told the education section of the British Association in York this week.

He wants the teacher unions, local authorities and the Department of Education and Science to relax their grip on the council's convocation, the committee designed to give a voice to all those with an interest in education.

The setting up of this committee, which he described as a "listening post" was a good idea but had not gone far enough. The consumers of education must be allowed to contribute on equal terms with the providers of education, he said.

Mr Tomlinson, who relinquishes his chairmanship of the council at the end of the year, delivered what amounted to an end of term report on the council. At the moment, the council's future lies in the balance while the results of an official investigation into its effectiveness are awaited.

"I believe it has been a considerable force for good," he said. He took over the chairmanship after the council's 1978 internal review, and was effectively asked "to read test someone else's prototype".

"My verdict is that it was a much better vehicle than I looked or many of the passengers or spectators expected; it is due for a service, not the scrapyard."

It was "patent nonsense" to suggest the council's curriculum development work was ineffective. He rejected also the idea that by continually advocating exam reforms the council had undermined confidence.

in the exam system.

"The need for reform of some aspects of the exam system was widely acknowledged." It was not the council's fault if politicians and others found the issues too complex or the decisions too hard to make.

Mr Tomlinson cast doubts on the future of some of the council's committees close to the hearts of many teachers; the examinations committee and the subject committees.

He said unease about Government decisions over the proposed new exams and "their sense of separation from the curriculum work of the council" had disconcerted the exams committee.

"We must arrange things so that curriculum and examinations interact and inform each other as much in the council as we believe they should everywhere else."

He claimed the frustration felt by some subject committee members was due to the way the council now plans its policies and priorities well in advance.

The opportunity formerly available to them "to pursue their own interests at will" had largely disappeared. But Mr Tomlinson, who is chief education officer for Cheshire, sees little point in the continuation of the Schools Council, unless the Government reverses its present policies towards schools and local government.

"I realize that many would argue that we have already gone too far ever to be able to reconstruct a national consensus about education," he said.

"The Government has distanced itself from L.E.A.s and schools by pronouncing on the curriculum, intro-



Mr John Tomlinson: "end of term" report on Schools Council

ducing a linear model of accountability and holding the L.E.A.s in financial thrall.

"Indeed, on an extreme view, L.E.A.s in any meaningful sense will not survive next year's bruited restriction of the power to levy rates."

"If that proves to be true, then the educational world would be totally different and the Schools Council, if it survived, would not be the kind of council I want."

But perhaps the Government would pull or be forced back from the brink and "we shall retain our system of central government and local government and schools each with their own kind of independence and role. If that happens I am sure we shall continue to need a central national capacity to think cooperatively about examinations and curriculum."

He called on the British Association to hold seminars expressly designed to explain to the laymen complex scientific issues such as nuclear power and biotechnology.

"The very fact that science is still the object of such fear and antagonism indicates what a long way we still are from convincing people that science is not a crazy, irresponsible juggernaut careering out of control under its own momentum and liable at any moment to involve the world in an unimaginable catastrophe."

"I believe that we can and must ally those efforts but we shall do so only if British scientists whose record in the history of science is of such unequalled distinction, remain faithful to the ideals of their noble profession," said the Duke, speaking in York Minster.

Science offered the best hope of at least alleviating the world's problems. "The greatest task before the British Association will be to make sure that the lay public has as good an understanding as possible of what science and scientists can do, or what possibilities lie open, and of what choices need to be made."

The Duke said he was honoured to be only the fourth layman to have presided over the association's meeting. One of his predecessors was the Prince Consort, who was president at the 1859 Aberdeen meeting.

Psychological test may spot the hard to employ

A psychological test may show schools the pupils at risk of prolonged unemployment when they leave - and how to take corrective action. The test reveals how youngsters feel about their ability to influence their lives affect their chances of getting work.

Psychologist Ms Helen Poole said in a paper to the association yesterday that the stronger a leaver believes in his or her ability to affect what happens, the greater the chances of getting a job. And youngsters' belief in this ability can be built up, Ms Poole says, by short training courses emphasizing problem-solving.

The test, used in a study by Ms Poole involving 121 leavers from four schools in Barnsley, is called the Nowicki-Strickland test, which establishes what psychologists call the "locus of control". An external locus means a belief that whatever one does will not determine the outcome, while an internal locus means that

what happens depends on one's own actions.

Earlier studies, says Ms Poole, support two possible explanations for her findings - that "internals" put more effort into finding work, and that they may be better at locating it because they are better at getting information and acting on it.

Leavers who did find work increased their "internality" more quickly than those who remained unemployed, she says. "All the leavers in the sample who had obtained one or more O levels were in employment, reports Ms Poole who says that this demonstrates that GCE is more valuable in getting work than the psychological attitudes. She adds that CSE passes below grade I did not seem to make any difference to the employment chances of the leavers, and says that this has some implications for that value that employers place on CSE, although the finding should be treated with caution "because of the small numbers involved."

How attempts to engineer success may backfire

Government efforts to persuade more young people into engineering could have the opposite effect to that intended, according to R. V. Jones (below) Professor of Natural Philosophy at Aberdeen University and famous for his part in wartime scientific intelligence.

"More students are indeed coming up to universities in engineering but from what limited evidence I have the increased numbers here are partly due to students who would formerly read physics."

"What we need are more students coming into engineering and physics as a whole," he told a physical sciences symposium at the York meeting.



R. V. Jones: Government efforts to persuade more young people into engineering could have the opposite effect to that intended.

Sheffield University was worried about the mathematical abilities of those who studied geography. The mathematical and statistical approaches to the subject were here to stay and O level in maths was no longer enough for the geographer.

"The new techniques, which include remote sensing or observations made from satellites in space, required advanced maths, statistics and computing skills."

Complained instead of having it channelled through the local authority - and to give colleges more control over their own resources.

As a result of the 1966 Weaver report, colleges were now run by a constitutional partnership of the local authority, the governing council, the academic board, and the principal. But the local authority which was the only legal entity among the four, owned the buildings, and employed the staff, was potentially powerful enough to get its way on most issues if it wanted to.

The third problem that needed to be tackled was the training of FE teachers, of whom at present had received the equivalent of a year's professional training, and others attended shorter part-time courses. The system had the advantage of providing flexibility to cope with new problems, but staff had no entitlement to training.

Mr Barr concluded with the warning: "Change causes uncertainty, and uncertainty all too often leads to confusion. Britain cannot afford to let its further education system become wet. It needs a confident leadership determined to implement coherent policies."

Science 'must now fight public hatred'

The British Association, set up to counter suspicion and ignorance of science, now has to combat a virulent hatred of the subject, the Duke of Kent said, in his presidential address at the York meeting.

Vague uneasiness had given way to a positive anti-science movement which regarded science as evil and inhuman.

He called on the British Association to hold seminars expressly designed to explain to the laymen complex scientific issues such as nuclear power and biotechnology.

"The very fact that science is still the object of such fear and antagonism indicates what a long way we still are from convincing people that science is not a crazy, irresponsible juggernaut careering out of control under its own momentum and liable at any moment to involve the world in an unimaginable catastrophe."

"I believe that we can and must ally those efforts but we shall do so only if British scientists whose record in the history of science is of such unequalled distinction, remain faithful to the ideals of their noble profession," said the Duke, speaking in York Minster.

Science offered the best hope of at least alleviating the world's problems. "The greatest task before the British Association will be to make sure that the lay public has as good an understanding as possible of what science and scientists can do, or what possibilities lie open, and of what choices need to be made."

The Duke said he was honoured to be only the fourth layman to have presided over the association's meeting. One of his predecessors was the Prince Consort, who was president at the 1859 Aberdeen meeting.

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Lady Plowden sees progress after the difficult seventies

Primaries: right in principle

by Virginia Makins

The next few years offer the prospect of solid progress in primary education, in spite of the general gloom and recession, said Lady Plowden last week.

She was speaking at the annual Plowden conference in Lincoln. The caption of an old Punch cartoon about Lloyd George was her text:

*I wave my wand
Utopia, appear!
Something went wrong
Oh dear, oh dear, oh dear.*

What went wrong in the 1970s, suggested Lady Plowden, was the vast expansion of numbers of pupils, and of young teachers and college of

education lecturers who were second-year-trained graduates.

The lecturers and teachers enthusiastically took up the ideas in the Plowden report on primary education. But, said Lady Plowden, they didn't know how to put the ideas into practice.

There was much criticism of primary practice, some of it valid, she said. But now - partly thanks to good leadership from the top, from Her Majesty's Inspectors and chief education officers - there was very little criticism of the fundamental principles of primary education as set out in the report.

In spite of all the problems of the

1980s, primary teachers might count their blessings, suggested Lady Plowden. The low birthrate meant that schools were not overcrowded, and there was a stable and experienced teaching force.

Able young people were going into teaching with their eyes open, against considerable opposition from schools and parents - and not, as in the early 1970s, because Mummy considered it a nice thing to do.

"If you look at the progress made in the 1940s and 1950s you recognize that you don't need a lush life to make progress in thinking about how children learn and what they should be given" said Lady Plowden.

University crisis may bring new unity, conference told

by Peter David

The spending crisis which is hitting universities may also improve the professional development of the beleaguered lecturers, an international conference has been told.

Susan Sayer, director of teaching development at University College, Cork, said universities faced three choices in their responses to the cuts. They could accept their fate passively, resist politically and industrially, or view the threats as a challenge and opportunity to enter "a new era of solidarity".

She was addressing the fifth international conference on higher education organized by the Institute for Post Compulsory Education at Lancaster University.

To take the third path, she said, would require the creation of a forum within the university where discussion could be elevated from a random common-room activity to organized and collective concern.

"It is certainly crucial that staff in future get to know each other more personally - rather than remaining separate to fight against faceless or little-known colleagues in battles for existing resources which would damage all parties and the profession as a whole."

The single most important factor in promoting the new atmosphere would be support from the university's leadership, she said.

"This is one way in which vice chancellors could make a strong, positive contribution to the areas of staff morale, local problem solving

and ultimately to their own bargaining position vis-a-vis government."

● The tendency of British universities to set up special committees to produce survival plans and pilot them through the present financial crisis was criticized at the conference by a leading university administrator.

Mr Michael Shattock, academic registrar of the University of Warwick and advisor to the House of Commons education select committee, told the conference that the internal reviews carried out by three universities - London, Lancaster and Southampton - had not been completely successful.

The three reports produced by the universities had entailed "the emergence of a new planning rhetoric which is sometimes dogmatic, and even stultic, and dangerously impractical about planning objectives," he said.

"One aspect is the use of highly coloured language, of a somewhat emotional character, to suggest that some academic bloodletting should be encouraged."

A problem with all three reports, Mr Shattock said, was that they produced "snapshots" of institutions which took little account of possible changes and development.

He acknowledged that the new financial crisis facing the universities made their existing planning procedures "wholly irrelevant and inappropriate" but questioned the value of special reports produced by internal crisis committees. (THES)

School leavers' job search a 'depressing' picture

by David Lister

The generally unsuccessful attempts of 250 comprehensive school leavers to find work is the subject of a BBC Panorama programme, "Glass of 81", scheduled to be shown next Monday.

The Panorama team spent nearly a year filming children at Craigbank secondary school in Glasgow, as they found their way into the job market. The film does show one view with prospective employers and on the Youth Opportunities Programme.

About 250 pupils left school over the year, and the film concentrates in depth on a dozen of them.

Mr Peter Well, the producer, said this week: "Only about a third of them got jobs. The film presents a pretty depressing picture. Some of the kids have been out of work since last Christmas."

"We looked at a fairly typical inner city comprehensive. We particularly didn't want to choose the worst comprehensive, where no one gets a job. This was a well-run school. The head, Mr Norman MacLeod (who has now left the school) exudes

the air of benign authoritarianism. If kids turn up in jeans they get sent home."

Cut from the film are solemn promises by one or two large firms that they will keep on youngsters that they have taken on under the Youth Opportunities Programme. Mr Well says he found the promises unconvincing. But the film does show one VOP success with a small family firm, and the successful attempt of one school leaver to get into Jordanhill teacher training college to study to be a PE teacher.

Mr Well says the programme is something of a departure in that he did not look for particularly charismatic children. "We show one kid who was not articulate being interviewed" he said, "and this normally wouldn't get on TV but I felt he was representative."

Mr Well added that it was apparently didn't want to choose the worst comprehensive, where no one gets a job. This was a well-run school. The head, Mr Norman MacLeod (who has now left the school) exudes

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Spirit of dance: Miss Tony Hall of Harlow dances in the annual African festival at Aldwinkle Centre, an African culture organization, in Bishop's Stortford, Hertfordshire.

Fees may go up - and down

The Open University is considering a fundamental change in the way it charges students.

An all-in course fee which would include the cost of summer school tuition is under discussion. At present, undergraduates pay an additional £75 to go to summer school.

The scheme is seen as a way of levelling out costs between the more expensive courses which include a summer school (mostly science and technology courses) or which carry heavy set book costs, and those that don't.

The current course fee for a full credit is £98. This would rise to around £115 under the proposed scheme, with summer school students paying an extra £45 for residential costs. As a result the cost of a credit would be £13, cheaper for

students attending summer school, but £17 dearer for those not doing so.

A more radical proposal also under discussion suggests charging all Open University undergraduates £10 a month regardless of how many credits they are studying.

The proposals will go before the planning board in October and the senate in December.

● The intake of new Open University undergraduates in 1982 will go up to 24,600. In recent years it has stayed level at about 21,000. Intakes have been limited by government assumptions about how many students the OU should have, but the present government's concern with cash limits only has allowed the university more room to manoeuvre.

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Richard Garner gives a taste of what summer was like on holiday schemes . . .

A kind of learning – away from it all

Thousands of children returned to school this week with a little extra learning under their belts from the long summer holidays.

For – far from taking the opportunity for six weeks of relaxation – they may have taken part in one of a number of summer holiday schemes run by local authorities, police chiefs or youth clubs.

For instance, youngsters from one of the cities hit by the recent inner city riots were spending part of their summer holidays in police custody – and by all accounts enjoying it.

As part of a community liaison scheme organized by Greater Manchester police, 50 youngsters were accompanied by eight police cadets on a holiday trip to the YMCA at Lakeside on the edge of Lake Windermere.

Those on the scheme come from some of the most deprived inner city areas – such as Moss Side, scene of the recent rioting. The holiday camp venture is one of three catering for about 120 young people.

Children taking part in the scheme come from a variety of ethnic backgrounds – including West Indian, Chinese and Asian. Chief Inspector Malcolm Sattler, of the police's community liaison unit, said: "It's just

part of a number of things we have been doing to foster police/community relations."

In addition, a new youth club has just opened in one of the inner city areas – Ancoats – which is attached to a police station. On the first night, about 330 youngsters turned up.

The YMCA is the focal point for another police/community liaison venture – this time mounted in conjunction with the Manpower Services Commission.

Under this scheme, a total of 240 unemployed youngsters spend a week with police at the YMCA, learning life and social skills.

Chief Inspector Sattler said: "We don't select the youngsters who go on the schemes. We go along to the training workshops and tell them about the schemes and they volunteer."

"We get youngsters from a cross-section of society. We would get some young people who have been offended but we are not aware of this at the time. We have never had any trouble."

Youngsters on the scheme take part in a variety of activities with the police and also work on community programmes such as laying pathways at the YMCA in Lakeside.

Some teachers, too, are not as

quick to seize the opportunity to get away from it all as you might imagine.

Young children who have just grasped how to read and might fall behind with their education through a prolonged lay-off from the classroom turned up to libraries in Hackney London, with some of their teachers, to continue with their reading.

Staff who helped run the scheme said the youngsters who have been on it often show better results than their classmates when they return to school.

As part of another scheme, Surrey has played host to youngsters from all over the world in a summer holiday project to foster international friendship and understanding.

The county's first ever International Camp for young people was organized by the youth service – and attracted youngsters from Bangladesh, Belize, Cyprus, Jersey, Malta, Malaysia, Nigeria, Singapore and the Bahamas.

The week-long camp – which was held at High Ashurst at Boxhill near Dorking – included a visit to the Commonwealth Institute, tea at the House of Commons and trips to

Hampton Court and Brighton.

Mr Geoff Hepworth, the county's youth and community officer, said: "The whole project has been most rewarding. An indication of the camp's success was the readiness of the young people to talk on round the camp fire until the early hours each day. It is certainly something that will be long remembered."

Plans are now afoot to allow parties of youngsters from Surrey to make a return trip to commonwealth countries next year.

Throughout the summer holiday courses for all the family were run by Loughborough University in Leicestershire.

The university run 44 courses for "summer families" on subjects as diverse as heterogeneous catalysis or sailing and golf.

This was the fourteenth year of the summer courses and the university is now planning to present "long service" badges to members of families who have attended summer courses for more than five years. At least 70 people will qualify for them.

The programme provided residential courses and activities for all members of the family and is the longest-established summer school of its type in Western Europe.

Bright start for integrated college

by Paul McGill

The Lagan College, Northern Ireland, opened this week with pupils.

Mr Tony Spencer, a spokesman for the school, said it confirmed the faith of the "All Children Together" movement in the need for a school taking children of all religions, ethnic groups and speaking languages into account.

He welcomed the support from authorities and from business which have loaned desks and buses. "Teachers have been very enthusiastic as well. We have 200 applications for the teaching post, including principals and heads of department who were willing to go in on Scale 1," he said.

Some of the school's founders were disappointed that they failed to reach the target of 60 first form pupils. Mr Spencer said: "That may be a bit far from the mark but it is very normal in any other part of the world – different children coming together – is absolutely abnormal in Northern Ireland. Parents are usually being used as guinea pigs."

"People want to escape from the segregated school system, but they are difficulties and dangers in doing so. A lot of parents are naturally cautious and waiting to see what will happen before they commit themselves," he said.

The small numbers have proved to be a selling point since they will be small classes and much individual attention. "People will get very good tuition," Mr Spencer said.

This was certainly the aim for one parent who said that in sending his child for academic reasons, "I want my son to be a good student, not a pioneer of a new school," he said.

Caution about exposing the children too much to the media led to intense secretiveness at the opening on Tuesday in the temporary premises in Ardnavally Scout centre in South Belfast. While about a dozen press representatives waited at the front gate, parents and children trekked through a forest and passed police posts to get into the school entrance. The normally voluble Mr Spencer refused to comment.

The school received a boost recently when the Rowanree Trust agreed to provide £15,000 per year inflation-proofed, for the next five years. This has allowed the school to build a new building which is built, to admit pupils whose parents could not otherwise afford the £600 tuition fee. The sum can be reduced to as little as £25 for low income families, people the school is anxious to attract in order to avoid being labelled a "sanctuary" for middle class parents who cannot get their children into grammar schools.

In addition, parents are asked to contribute to the school, whether as part time supervisors, or as drivers or instructors in special subjects. This, can have its dangers, as shown by one parent who dented the college's non-sexist image when she complained in a radio interview that she would be teaching girls to sew.

Engineering rush

A switch in preference among employers going to university to get engineering has made electrical engineering second most popular subject with civil engineering third.

For every student on an accountancy course in 1973 there are four today.

The changing popularity of subjects at degree level are revealed in statistics released yesterday by the Universities Central Council of Admissions for 1979-80.

Statistical supplement to the report, 1979-80, UCCA, PO Box 25, Cheltenham, Glos. GL50 2JZ.

Biddy Passmore profiles the new president of the Secondary Heads Association Bridging the secondary gap

If you catch the Golden Hind, the 7.55 fast train from Exeter to London, any morning over the next school year, the chances are you will find Geoffrey Goodall sitting on it, scribbling. For, in his new role as president of the Secondary Heads Association, Mr Goodall knows he will be travelling up to London three or four days a week – and he is not someone who likes to waste travelling time.

While there's a problem to be solved, Geoffrey will be solving it," says one fellow SHA member. "He's an extremely zealous and hard worker."

Perhaps surprisingly, the man who reached national fame as the headmaster of one of Britain's biggest and most successful comprehensives – Lord William's, Thame, in Oxfordshire – has been ensconced for the last two years in the relative peace and quiet of Exeter School. Independent ever since Labour withdrew the direct grant in 1976, this academic school of 600 boys makes a real change from the busy-busy of the country's seventh largest comprehensive.

Mr Goodall feels the move may, literally, have saved his life. Fifteen years supervising the development of a 200-strong boys' grammar school to a mixed comprehensive of 2,400 pupils – "the buildings always arrived after the pupils" – made his hair go white. He could have stayed on for another 15 years until retirement, wrestling with the cuts. Or he could have undertaken another massive pioneering job, giving him a coronary in two or three years. But instead he opted for something completely different.

There are mixed views about what he opted for. Some say he deserved the rest; others that, innately conservative, he longed for the pure academic tradition of a school like Eton.

In any case, it was an appropriate move for the next head of an organization which spans both the mainstream and private sectors. The Secondary Heads Association, now five years old, grew out of organizations that had included independent and grammar school heads. Today, one-fifth of its 3,000 practising heads are from the independent sector, including members from all the major boys' and girls' public schools.

The means the association's leaders speak out on matters of common concern and keep quiet on issues that might divide the two groups. The SHA makes authoritative statements on examinations and the curriculum, argues for a staff college for heads and, with a bit of imaginative sympathy from the independent side, protests at the cuts. But even Mr Hattersley, last year's president, who is on the SHA's executive committee of Labour's NEC, has not uttered a word, during his year of office, about the future of private schools.

Geoffrey Goodall is quite happy to stick to his non-controversial policy. "It's the one he would have chosen anyway. Some say he lacks vision; others that he is extremely realistic."

On independent versus mainstream schools, Mr Goodall says: "I've got no hang-ups. I've taught in both, I'm an association which bridges both, and my children have been to both." On the 16-plus he adds: "It's water under the bridge. It's going to happen, and it'll be an improvement on what went before." And his school is taking part in the "Assisted Places Scheme" (to which the SHA is opposed in its current form), because he has worked out that he will only be creaming the top one per cent of the local maintained schools – not enough, he thinks, to have an adverse effect.

On the cuts, however, he will not compromise, even though the first shock has now been absorbed by the education world. "He has not forgotten what life was like at Thame after 1976 – and his move to Exeter has only served to underline the contrast. Towards the end of his time at Thame, he says, it was barely possible to stretch the staff to cover the curriculum."

Mr Goodall's own history provides

a good example of the benefits of a concerned head. His headmaster at Haberdashers' Aske's grammar school encouraged him to go on into the sixth form rather than leaving at 16 to enter the civil service as his four elder brothers had done. "If my father had still been alive, I'd have left too," he says simply.

From there, it was upwards all the way. After a modern languages degree at Corpus Christi College, Oxford, where he met and married his wife Marion, he went back to Aske's to teach for four years – a tribute to the headmaster who had done so much for him. In 1958, he moved on to Uppingham, a public school, becoming head of languages at the age of 30.

Five years later, he was appointed headmaster of Lord William's grammar school at Thame and became a disciple of Harry Judge, then headmaster of Banbury School, to whom he says he owes a great deal – not least a formula for splitting a large comprehensive into small and manageable units.

Staff at the school remember him with mixed feelings. They acknowledge his unfaltering commitment and his great achievement in creating a genuinely comprehensive school with

a wide range of social class and ability. But he drove his staff as hard as he drove himself – and not always tactfully.

"His type of leadership was driving, compelling, provoking," said one former colleague. "He didn't take the consensus, the democratic way of making decisions. And when he became aware that he wouldn't get what he wanted out of the staff, he bypassed them."

Then came the move to Exeter School, made easier by his pupils' discovery that his middle son, Howard, is the composer for Rowan Atkinson. Any link with the heady glamour of *Not the Nine O'clock News* guaranteed him overnight stardom, he says. But he has undoubtedly impressed both pupils and parents with his commitment to academic success, which led last year to 90 per cent of sixth form pupils getting degree places, 24 of them at Oxbridge.

He is determined, too, to bring wood and metal work at the school up to the high standards of Lord William's. Standards at Exeter, however, are already high enough to impress Joslyn Owen, Devon's chief education officer, for he sends his three sons to the school.

At the Schools Council, where Mr

Goodall served on the governing body as a SHA representative, he is remembered as a frequent contributor to debate, although his constant championing of the overworked teacher made him seem a touch defensive to some curriculum buffs.

"He could be construed as taking a negative view over a lot of developments," commented one seasoned observer of the Schools Council, "I wouldn't have thought he'd lead the SHA over the parapets in any revolutionary way. He's certainly no radical or great reformer."

Mr Goodall has never made any bones about his championing of rigour and standards. When Lord William's went comprehensive, he saw no reason why academic standards should fall – and they didn't. What is more unusual, a very high proportion of pupils continued to take Latin and some even took Greek.

However, accusations that he neglected both curricular innovation and the less able seem somewhat wide of the mark. His school took part in the European Languages Project, the development of many CSE courses, and the New Cambridge Project in Latin and new maths teaching. And, although he may not have played a



Geoffrey Goodall – A comprehensive turned his hair white.

great personal part in developing courses for the less able, Mr Goodall made sure there were staff who did.

On Tuesday, he took over as president of the SHA, where he has the reputation of putting the issues clearly and forcefully, with the added weight of someone who has been successful in all types of school.

Jargon, Mr Goodall promises, will be refreshingly absent from his presidential speeches. There will be no "falling roils situations", no "ongoing situations" – indeed, no "situations" at all. We are in for some plain speaking.

. . . and Diane Spencer looks at the holiday potential of student residences

Good morning, campus

Could it be Ibiza this year, Bradford College next? If the pound weakens even more and the recession bites harder, Britons could be looking to the self-catering home market for their next annual holiday.

If this is the case, HEAC, the latest acronym to hit the tourist world, the Higher Education Accommodation Consortium is hoping to cash in on the trend and turn colleges and polytechnics into tourist centres.

HEAC will be launched officially on October 1. Following the success of the British Universities Accommodation Consortium which has been established for 10 years and declined to expand to include polytechnics and colleges the mainstream sector has decided to go it alone.

The initiative came from the manager of student residences at Sheffield Polytechnic, Mrs Sue Ingle, who approached the British Tourist Authority for help last autumn. Mr Richard Batchelor, BTA's business travel manager got in touch with more than 100 polytechnics, colleges of higher and further education and voluntary colleges to see if they were interested in forming a consortium. He found the polytechnics to be the most enthusiastic – as a number of them had already been selling accommodation.

Mrs Ingle said: "We just cannot go on having empty places during the holidays. We cannot write off overheads on the rates; either we have to charge students more, or get income from selling rooms to offset costs."

Sheffield has been successful in letting self-catering units for holidays and attracting conferences but still has spare beds from its 2,000 capacity.

"In the past we had trouble with the students; they did not like conferences because they had to clear out their wardrobes before their holidays. Now they understand why their rents will go up – so they are more cooperative," she added.

The consortium will start with around 30 members and will be based in Sheffield Polytechnic with part-time staff. It will act as a clearing house for bookings and publicity. Members will pay a fee on a sliding scale for the service. "BUAC has been a tremendous success – the university here can attribute a booking worth £45,000 directly to being a member of the consortium," Mrs Ingle said.

Mr Cyril Kelly, assistant secretary

of Leicester Polytechnic and a founder member of HEAC, said at one-time colleges and polytechnics played a "passive role" regarding selling accommodation. If asked, they would arrange to let rooms for conferences and courses. Now there was a change of attitude: valuable assets using public money should not be left unoccupied, he said.

Although he did not regard Leicestershire as a major holiday centre, he intended to test this market "after all who would have thought that Bradford and Sheffield would do so well?" The main thrust would be the conference trade and he hoped to make fuller use of a sports and teaching facilities for short courses.

The polytechnic already has played host to organizations as diverse as a Norwegian ladies keep fit group, a Danish women's football team, beekeepers and the Marriage Guidance Council conference. Mr Kelly hopes to quadruple business in the near future and will soon appoint a full-time officer to deal with bookings and promotions.

"But the tourist industry's success story of the year must be Bradford: the city has just welcomed its 1,000th visitor this year and the college there has played an important part in attracting them."

Mrs Cynthia Shimwell, hall manager at the college, succeeded in getting a contract with a subsidiary of Global Tours for one week inclusive holidays for over-55s. They have been so successful this year that the company has doubled the number of rooms for next year.

The year has been trial and error. "Battersea, we used students as couriers (the college includes four half-day trips and the college sells extra ones), two were first class and the other was a wash-out," said Mrs Shimwell. "We



Bradford College: holidays for over-55s

have got a terrific future in this and HEAC will help to market it all." She also hopes to attract families next year for her six self contained flats which sleep from two to six people for £40 to £80 a week.

Bradford is one of the smaller members of the consortium with 250 beds. "I will be happy to let 200," said Mrs Shimwell. At the other extreme, The Inner London Education Authority is also an enthusiastic member of HEAC and on a much greater scale. Their income "only amounts to £350,000 a year" in lettings based on a 15 per cent occupancy rate, a spokesman said. "Our potential is much higher with 1,300 beds."

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EEC/Rory Watson

Euro-schools slated for bad accounting

BRUSSELS: The eight European schools established throughout the EEC primarily to provide education for the children of Common Market officials have been severely criticized for failing to operate adequate controls over the funds they receive annually from the Community budget.

The shortcomings came to light when the Court of Auditors - the EEC's financial watchdog - investigated the accounts for 1979 and earlier years. It discovered discrimination between teachers, inadequate documentation to determine whether family allowances were being correctly paid out and an under-developed system for reporting income tax rebates in certain member states.

A recent report prepared for and adopted by the European Parliament noted that the auditors came across one case where a teacher gave an incorrect place of origin "apparently with a view to obtaining higher leave transport allowance". In another instance, one member of staff was being paid for 40 hours work a week, but, continues the report, "had only 30 hours of actual duties to perform" and the accounting for stocks and book sales was criticized for not measuring up "to the normal acceptable standards".

The history of the eight European schools goes back to 1962 when the original six EEC countries agreed to establish them at various points throughout the Community to provide education for the children of Common Market officials. The newest is at Culham, Oxfordshire, to cater for the needs of families involved in the Joint European Taurus research programme.

By the end of this year, they are expected to expand to a staff of more than 800 for 11,100 pupils, with the main concentrations, predictably, being in Brussels and Luxembourg. Reflecting the close links with the European Community, up to 70 per cent of the schools' annual budget comes from the EEC.

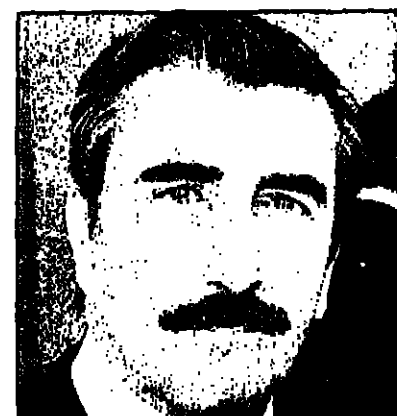
The schools are not reserved exclusively for Community officials' children. A recent survey showed that no more than 51 per cent fell into this category. A further 29 per cent came from member states or their embassies, with other institutions like Nato and a small percentage (3 per cent) from non-EEC countries.

The findings so upset the European Parliament that it took the unprecedented step of freezing £6m from this year's £21m contribution from the EEC budget towards the schools' running costs until the defects are remedied, stressing the need for a reliable and effective internal control system.

The Parliament, at the urging of the author of the report, British Conservative Euro-MP Edward Keefe, also recommended that the schools should be placed under the supervision of the Board of Governors, with overall responsibility for presenting detailed procedures to be observed by all the schools, in addition to carrying out a

continuous review of accounting and administrative systems and practices and that every effort should be made to recover amounts paid out improperly.

The criticism has already been noted by the Board of Governors, which has discussed ways to tighten its accounting procedure and intends to finalize its ideas at its next meeting in December. Satisfied that improvements are to be introduced immediately, the European Parliament at its July session voted to unfreeze the £6m it had earlier refused to endorse for the schools' expenditure this year.



Euro-MP Edward Keefe-Bowman.

Sweden/Chris Mosley

Children's ombudsman for Norway

STOCKHOLM: Norway has become the first country in the world to appoint an official children's ombudsman.

Mrs Malfrid Grude Flekkoy, a psychologist and pre-school teacher, will have a staff of three to help her deal with children's problems. She is a member of the ruling Labour Party and is active in local government.

"We won't function as final decision makers," she said. "Neither will we

enforce any special law. But we will try to play a part in the forming of new laws and in protecting the interests of children so that one will no longer need to be wise after the event."

The campaign to establish an official children's ombudsman in Norway has taken more than six years to achieve its aim and the new position could be endangered by a general election this month.

Israel/Benny Morris

Seven are sacked after strike

JERUSALEM: The military government in the Israeli-occupied West Bank has fired seven local teachers precipitating what may be a new conflict between the teachers and the authorities at the start of the new school year next month.

According to the West Bank government spokesman, the seven were fired for "purely professional reasons". The director of the education departments in their districts felt they were not up to scratch.

But the seven, who include some veteran teachers and one who holds a BA in mathematics in an area where few school teachers have university degrees, feel that they are being punished for organizing a general teachers strike which has downed most West Bank schools for two or three months earlier this year. The military government admits that the seven were among the leaders and organizers of the strike but claims that this had "nothing to do with the dismissals".

The West Bank teachers have no trade union as this is not allowed under Jordanian law, still in effect in the area. But their illegal unofficial union, created during the strike, has warned that if the seven teachers are not reinstated before the start of the school year, "there will be turmoil in the schools".

Meanwhile, in the Israeli-occupied Golan Heights, taken from Syria in the 1967 six-day war, the education ministry has dismissed or transferred to other schools seven local Arab teachers. The seven have appealed to a labour court.

The ministry claims that three of the teachers were dismissed for "professional reasons" and the others were shifted to meet the needs of schools in other villages.

THE TIMES EDUCATIONAL SUPPLEMENT 4.9.81

West Germany/Susannah Kirkman

More pupils to be taken into military training

BONN: The East Berlin Education Ministry has told headmasters of its plans to extend military training to 17-year-olds.

The controversial plans, to take effect this month, include a compulsory 12-day annual training camp and a one-day exercise in all secondary schools to "promote the defence preparedness of male pupils".

Compulsory military training was first introduced for 15- and 16-year-

old pupils in 1978 to vehement protests from the East German Protestant church.

The latest decision has been discussed at a session of the World Council of Churches' central committee, meeting in Dresden, and is likely to arouse further protests from Protestant churches.

East Germany has denied that the new circular is an extension of previous policy.

Many natural science students are beaten by mathematics

BONN: Many natural science students at West German universities cannot solve basic problems in mathematics and physics according to a study by the German Society of Physics.

The dismal results are based on tests taken by first year physics and medical students. Only one in 10 students was able to solve two-thirds or more of the 94 problems. On average, students could only solve 49 per cent of the mathematical problems and 47 per cent of the physics problems.

The report suggests that insufficient mathematics and physics

teaching in the sixth form is to blame.

Medical students performed worst in the test; only one in four had received adequate physics teaching at school, one reason also put forward for their high failure rate at preliminary examinations.

Unlike British universities, the study of physics and chemistry at sixth-form level is not an entry requirement by medical schools in West Germany. Anyone who achieves the required grades at Abitur (A level) is entitled to study whatever subjects he likes, regardless of the courses he took at school.

India/A. S. Abraham

'Open' classes for drop-outs

BOMBAY: A new type of school, the "open school" has been introduced to the Indian educational scene. It is designed specifically for the hundreds of thousands of school drop-outs, for working adults and for housewives, and will enable anyone over 15 years-old who has had primary education to take the school-leaving examination which can lead on to two years of higher secondary education and university.

Those who have studied up to class eight but not passed the examination marking the end of primary education will be given special bridging lessons so that they can enrol in open schools.

Instruction in these non-formal institutions will be through correspondence courses, initially available only in English and Hindi. The Central Board of Secondary Education (CBSE), a federal body managing federally-administered schools (most schools in India are a provincial responsibility), will be in overall charge.

Students will be sent teach-yourself lessons in five subjects of their choice. The CBSE will conduct a separate examination for open schools and the certification will be equivalent to that of the regular CBSE school examination.

Australian teachers fear playtime injuries. By Bill Purvis

Looking away can mean a lawsuit

SYDNEY: Australian teachers are becoming increasingly nervous about their liability for injuries sustained by pupils in school grounds.

The latest in a series of cases warning teachers is one in which a Queensland judge awarded damages against a Brisbane teacher after an accident to one of her class during a game of rounders. The amount awarded was only \$4,000, considerably lower than amounts in other recent cases; but the legal implications are more serious in that the judgment seems to extend the duty of care owed by teachers to their pupils to a degree that Queensland teachers feel is unrealistic.

To add to the problems of teachers, the award came in the same week as the participants in a seminar on safety in children's playgrounds were told of the widespread risk of injury in play activities.

The Queensland case concerned an eight-year-old girl accidentally hit on the head by a bat during a game of rounders. The teacher, Miss Erica McWilliam, had turned away for a moment to check the score in the permanent double vision as a result of the accident.

Through her parents she sued Miss McWilliam and her school - The Padua College, a private school. Australian teachers, adopting a phrase often used by lawyers, have been accused of "looking away" of similar claims. Any child-injured in any mishap during hours may now be able

to sue the school, alleging negligence on the part of the teacher.

The initial reaction from the Queensland Association of Teachers in Independent Schools was to investigate the possibility of teachers taking out individual insurance against such claims.

The general secretary of the association, Mr Peter O'Brien, said the implications were horrendous for a teacher, who apparently had to watch all the members of the class for every single moment. It would be impossible to teach properly in these circumstances, he said.

In an earlier case, late last year, the High Court of Australia, the highest judicial body in the land, held that a boy injured while sky-larking in Canberra high school before school hours was entitled to damages. Indeed, the court found that an award of £1,250 in a lower court was inadequate and referred the matter back to that court for re-assessment.

In that case, *Introvigne v. the Commonwealth*, the government school was held to have been negligent in not supervising the activities in the playground before school classes began. Evidence was given that some boys, including the 15-year-old plaintiff, were taking turns to swing on a halyard attached to a flagpole. The teachers who would normally have been present in the playground just before morning classes began were attending an emergency staff meeting as a result of the sudden death of a senior master the previous night.

This latter point merely reaffirmed the watershed decision taken in a case in 1977 - *Geyer v. Downs*.

In that case a girl aged eight attending a New South Wales school was struck on the head by a baseball bat while walking across the school year 15 minutes before classes began.

The headmaster told the court he opened this gate 45 minutes before the school's first class as a community service - the school fronted a busy highway and many pupils came from families in which both parents worked. However, the court decided that the playground should have been supervised and awarded the girl just over £53,000.

Until Geyer v. Downs, the standard of care required of Australian school teachers was that laid down in an English case of 1893 - *Williams v. Eady* - in which Lord Esher said that a teacher was bound to take such care of his pupils as a careful father would take of his boys. Allowing for the sexist criteria of an nineteenth century English judge, that standard had applied in Australian law until 1977.

However, the High Court decided then that while Lord Esher's statement might have been a useful guide for a village or small country school in 1893 it could not be of much assistance in the case of a city or suburban school with hundreds of pupils in the late twentieth century.

Botswana/Susannah Kirkman

Care centre for the handicapped

GABERONE: Physiotherapy takes place under a shady palm tree and lessons are held on the verandah at the Camphill Community, Rankoromane, Botswana's only school for mentally and physically handicapped children.

Thirty-six children aged between 6 and 17 live at the residential school in small, family-type hostels. They are referred to Camphill by social workers, doctors and nurses because they cannot receive the care they need in their own homes.

Twelve-year-old Gabolae cannot walk because of polio and tuberculosis of the spine in early childhood. Before he came to Camphill, he travelled through the bush with his mother begging for food. He is now a cheerful boy who has settled in well to the community.

"It doesn't take them long to relax in this school," according to Miss Julia Baker, one of the Botswana teachers. "The children find warmth here."

The warm, caring atmosphere is one of the reasons for Camphill's success. There is no separation between mentally and physically handicapped children. One of the aims is for teachers, children and other helpers to live together as a community, sharing the practical work in the house and vegetable garden.

"The over-riding aim is to see in each handicapped child not so much the handicap, but the personality," said Mr Werner Groth, the school's co-principal, who founded the school with his wife in 1974. "The personality of any human being is not handicapped in any sense - it only has difficulty in expressing itself," he explained.

"Our children look at themselves as human beings," added Miss Baker. "Not as something that is left there and that people have pity on." Schoolwork at Camphill is based on the curriculum used in Rudolf Steiner schools, of which the Camphill movement is an offshoot. Teachers try to stimulate the children and to kindle their creativity. Music, dance and handicrafts are important, although children also learn basic literary skills, as well as mathematics and English.

France/Barbara Casassus

New ministry blames primary schools for social inequalities

PARIS: There is equality of opportunity in France - in theory. But as two recently published reports indicate, children from privileged backgrounds still hold the edge over their working class contemporaries, both in the level of education they receive and in employment possibilities.

One of the reports, itself a measure of the change in social climate brought about by the election of a left-wing government, was produced by the newly-formed Ministry of Solidarity. The documents, cataloguing a wide range of social inequalities in France, from health, social security benefits and housing to education at all levels, employment and holidays, suggest directions for change rather than specific solutions.

The report says that the number of working class pupils diminishes at each level of the education system. The statistics illustrating this point are legion and coincide with those published in a Ministry of National Education report on the *baccalauréat* (equivalent to half-way between O and A levels). This revealed that the son of a blue collar worker has four times less chance of passing the exam, than the son of a senior executive or member of the professions. Pinpointing the particularly high illiteracy rate among working class children and what it says is the elit-

ism of reading books, written by intellectuals in a language alien to working class children, the Solidarity Ministry comments: "Primary school doesn't reflect social differences between children, it exploits them; it doesn't record handicaps, it produces them."

The school system, says the Ministry, gives the illusion of offering equal opportunity but in reality masks the divisions. And when children leave school, the social gap remains wide. A senior executive's son has a 72 per cent chance of entering higher education while a blue collar worker's son has only a 4 per cent chance.

But both reports acknowledge that some progress has been made. Twenty years ago a blue collar worker's son had 17 times less chance of passing the "bac" than his more advantaged counterpart, according to the National Education Ministry.

● A smaller proportion of pupils taking the *baccalauréat* passed this year than last, according to preliminary figures released by the National Education Ministry. The decline, more marked for the technical series of exams than for the general, has been attributed by observers to a fall in standards as well as to the increasing number of candidates.

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USA/Lucy Warner

Home study doubles in popularity

DENVER: American families in growing numbers are pulling their children out of school, convinced that they can do a better job of teaching at home. Home study has more than doubled in popularity over the past decade, to an estimated quarter to half-a-million participating students last year.

Behind the trend are many of the same dissatisfactions reflected in the recent growth of private schools: religious objections to the standard curriculum; refusal to participate in forced busing to achieve racial integration; anxiety over declining academic standards; and fear of drug taking, vandalism, and sexual experimentation among students.

Home study advocates are generally thought of as extremists - either ultraconservatives or counter-culture dropouts. However, the group also includes left, doctrinaire, middle-American who feel they are losing control over their children.

Thirty-three of the 50 states have laws which provide for home study, although guidelines for courses of instruction and tutors' qualifications vary. The decision to allow students to stay at home and how they will be supervised is left largely to local school districts.

Typically, home instruction involves a parent teaching his or her children through a correspondence course, with personal touches from hobbies to home chores or apprenticeship in a business.

Some programmes, however, are more elaborate. In the San Fernando Valley outside of Los Angeles, up to 1,000 children participate in the Home Tutorial Programme, founded



Home study advocates are generally thought of as extremists.

by United Parents against Busing. A board of directors hires certified teachers and organizes participating students by age and by neighbourhood into groups of about six. Cost of the programme last year was about £600, almost as much as private day school tuition.

In other states, home study is modest. In Colorado, it has grown from three students in the 1976-77 academic year to 51 last year. Profiles of participating families vary. Mrs Sandy Webb began teaching her three children, aged six to 13, last year, after seeing an advertisement for a home-study course in a women's magazine. Her motives were diverse: she has a daughter with severe asthma, a 20-mile mountainous bus ride to the nearest school and a husband who likes to take the children with him on business trips.

With their new-found freedom, the Webbs have driven 6,000 miles in their motor caravan, this summer alone, and the children have been exposed to museums, archaeological sites and other educational experiences.

Mrs Webb feels that the children are getting a better grounding in basic skills than they were in school. As for the children being deprived of playmates, she says, "My kids have always been isolated. They're used to relying on themselves."

When 15-year-old Lynette Shackles began having what her mother euphemistically describes as "difficult" with neighbours, the family thought of their neighbours as Webbs. With the support of social workers, Mrs Shackles persuaded an initially sceptical school superintendent to allow Lynette to study at home, away from the influence of older friends.

"They're not bad kids," Mrs Shackles comments, but she says the party atmosphere of the ski-resort "leads to a popular acceptance of drugs and sex."

The educational experiment, still in its early months, has been hard on Lynette, who bristles at the new restrictions, misses her friends, and has trouble disciplining herself to study. However, Mrs Shackles remains determined.

Indian-born Mr Mohammed Siddiqui and his American wife Elizabeth have raised their five children as Moslems. After watching their eldest struggle with conflicts between the family's values and those of schoolmates, the Siddiquis decided on home tuition for the two youngest children, now aged five and eight. During the last three years, they have combined a standard correspondence course with instruction in Arabic and the Koran.

Letters

Statistical additions to cooperation in research

Sir, Michael Youngman (Talkback, August 14) asks a number of pertinent questions about the role of statisticians in social research. He points out that relatively few statisticians in this country have become involved in social, and especially educational, research and suggests that those who have done, have not been very constructive in their contributions.

While there are some examples of statisticians or statistically sophisticated social scientists who have made poor or even harmful contributions to social research, they are clearly not the only ones to have done so. It doesn't seem to help very much to open a debate in which the various

professionals find themselves retreating to their own disciplinary shelters amid a general free for all. It would be far more useful to decide what can be learned from the success stories, of which Murray Aitkin's reanalysis of Neville Bennett's teaching styles data is certainly one.

Aitkin, an extremely competent statistician, has developed useful and interesting ideas about how to classify the ways in which teachers operate, and how to incorporate different units of aggregation (children, classes, etc.) into a single statistical "model". In addition, and contrary to what Youngman suggests, both Aitkin and Bennett have worked

hard to convey the essence of these analyses to non-statisticians. Their final report to the SSRC is clearly written, and apart from the mathematical appendices, should be intelligible to education researchers in this area. Also, Aitkin and Bennett have at least one article in a non-statistical educational research journal and have spoken at non-statistical seminars.

One of the most important features of this reanalysis project is the way in which both statisticians and educational researchers from outside have been involved - notably by a full day seminar held towards the end of the project and by subsequent

informal contacts. This activity, encouraged by the statistics committee and the Educational Research Board of the SSRC, provides a model of disciplinary cooperation which could be followed more widely. It is not simply the addition of a statistician to a research project which matters, but the exposure of all those involved in that research to interdisciplinary criticism, both before and after findings are disseminated.

HARVEY GOLDSTEIN,
Head of Department,
Department of Statistics and Computing,
University of London Institute of Education.

professionalism of the teachers valued. Instead of recommending such a closure on the free entry of untrained graduates into teaching, the advisory committee promotes the notion that one of the ways of addressing the cuts in PGCE numbers is to restrict the entry of post-graduate courses preparing for primary school teaching. If the Government wants that the teaching profession should continue to move to an all-graduate entry it is time for such restrictive advice to be rejected out of hand.

IAN MORGAN,
National Executive member for Lancashire and Isle of Man,
Chairman, NUT Teacher Education Committee.

Glowing picture

Sir, - The article on the influence of the SDP on Dudley Council (August 21) seemed to present a glowing picture of what the Social Democrats can achieve. However, it began with a number of questions and statements which were at best misleading and at worst untrue.

The headline itself was very misleading. "How the Social Democrats are a statement to compare with 'How the Victorians ran France'." The three Social Democrats have never run Dudley. Rather, they have maintained a Tory Council in power, in return for which they received certain favours, the greatest of which was undoubtedly the chairmanship of the education committee.

This is not a hairsplitting exercise. As next May's election approach they are backing out from the alliance because of public embarrassment, not simply because the educational objectives of Mr Clitheroe have been achieved.

Even more worrying is a statement later in the article, namely "all these Democrats were Labour rebels who resigned from the party three months before the election". On the contrary, they were elected as Labour councillors. The defections came later and none of them has yet had the courage to go to the elections.

I serve on the general management committee of which Mr Clitheroe used to be a member and we had to assume his resignation from the Labour Party from the change of loyalties in the council chamber. It is for that reason the Labour group on Dudley Council has not been able to work with them. Indeed, the whole council of one person one vote becomes rather strained if a voter helps to elect a Labour Councillor who then turns round and keeps a Tory Council in power.

One other point should not be lost in considering an article which lists a number of "social" achievements. Like Mr Clitheroe, I favour the development of colleges, including the one in Dudley. I am also convinced that Dudley's abysmal record of educational spending needed to be proved (and still does). However, there are many of us who would like the "price" paid by the Social Democrats to be high.

Whilst the present council has been in power, other aspects of service to the community have suffered. For example, in an authority with several thousand on the housing waiting list, a grand total of 10 houses were built last year; things are looking up. In an authority with over 50,000 people, an annual paper, dare one say that, a family in substantial financial difficulties, and a school which is even more important than a tertiary college? This is the other side of the coin which is necessary if we are to see the new white hopes of politics in perspective.

A surfeit of PGCE applicants also indicates that the time is here at last for insisting that graduates in mathematics and science shall be trained if they wish to enter teaching. Until such a licence to practice is prescribed the principle of teacher training is prejudiced and the

Esperanto is alive and well

Sir, Susan Norman ("The new lingua franca", August 14) thinks that advocates of English as an international language should take a leaf out of the book of Esperanto and create a simplified version of English. This is not by any means a new suggestion, since Basic English had a vogue before the Second World War. But she writes of Esperanto as something dead and buried. "The great hope for Esperanto was," she says, "that it would break down the barriers to international communication," and later: "Regularizations have been proposed before, with spectacular lack of success - presumably for the same reasons that Esperanto did not succeed."

On the contrary, Esperanto is very flourishing. The Esperanto Parliamentary Group now has a membership of 146 MPs and members of the House of Lords, from five political parties. Radio and television broadcasts about Esperanto are on the increase. Mr L. Harbridge, teacher whose Esperanto banner appeared opposite Buckingham Palace on wedding day (he could have added that the Prince of Wales' grandmother was an Esperanto speaker), might have done better to lobby the GCE Associated Examining Board than the BBC. The board has raised eight objections to the introduction of a GCE examination in Esperanto. All of these can easily be answered thus "Esperanto does not", we are told, "belong to any one country. Neither, one may reply, does Latin."

O. A. W. DILKE,
Emeritus Professor,
School of Classics,
The University of Leeds.

Sir, - In the August 14 issue Susan Norman argues for a radically simplified form of English for international use. She suggests that in this way English could be made into an international language. Anything that helps us to understand one another deserves support and a simplified English might have a useful role for some purposes. But English owes its international role to the fact that host countries have had to accept it if they want to do business with English speaking countries. This is an expression of economic domination and a far cry from international understanding. Accepting a foreign language because you have to is not at all the same thing as using an international language. As Susan Norman says, English is "our" language. Only some kind of created and therefore non-national language can have any hope of world-wide general acceptance.

The current position of Esperanto is interesting and quite different from what emerges through Susan Norman's dismissive comments. The following list of current developments could be greatly extended.

M. Mitterand has undertaken to introduce a Bill into the French Parliament to make possible the introduction of Esperanto into the school curriculum; Esperanto is already taught in Hungarian schools at secondary level as a language option alongside Russian and English; the British Esperanto Parliamentary Group of 146 MPs is pressing for serious commitment to the study of applications for Esperanto internationally; the Soviet Government has recently given official support to the

study and development of Esperanto; Esperanto is officially recognised as a working language by UNESCO; Radio Peking broadcasts four half-hourly programmes in Esperanto each day; Vatican Radio broadcasts regularly in Esperanto; the Norwegian State Railways use it in their timetables; the Swiss Government is using it to promote tourism.

By all means let us use English but it will always be seen by foreigners as the English language. The present international language scene is a chaos and pressure is coming from many sides to find an acceptable international language to be used alongside national ones. Esperanto can deal easily with commercial, technical and scientific business and has already demonstrated its ability to avoid any suggestion of nationalistic bias. An international working language is urgently needed and other countries are giving Esperanto urgent attention. Shall we fall behind in this too?

HAROLD BROWN,
17 Westbury Drive,
Brentwood, Essex.

Sir, - Why should the Prince of Wales want to suppress Esperanto anyway? His grandmother, Princess Alice of Greece, is said to have been an Esperanto speaker, and I should not be at all surprised if the Prince had finished off his education with "la plumo de mia onkino".

I. D. FANTOM,
23 Kingston Lane,
Southwick,
Sussex.

Religious meaning

Sir, - I was disturbed to read *The TES* report of speeches made recently by Dr Boyson and Lady Young concerning the riots in Britain. (July 7).

While it may well be true that RE suffers the unhappy reputation of being one of the most inadequately taught subjects on the school curriculum, it is both unfair and unrealistic to point the finger of blame at the teachers.

As an ex-teacher of religious studies in a British comprehensive, I am only too aware of the difficulties encountered by enlightened and enthusiastic staff endeavouring to build up lively departments. I refer not simply to the abysmal lack of resources, that economic thorn in the flesh endured by all but the lucky few; but more precisely to the unwavering insistence on Christianity as the core of religious and moral education.

Most particularly in schools where high percentages of the pupils are non-Christian immigrants, it is at best unelective and, at worst, sheer folly to insist that all moral values are necessarily Christian ones. Children are not taught to have respect for other people's property by being taught "traditional" (i.e. Christian) values, but rather by being taught that respect for the other person, which is a vital element of the moral dimension of all religion.

Religious should aim to provide not only a clear insight into the beliefs and principles of our fathers, but into those of our neighbours' fathers as well. And this insight will not be achieved by a "Religion à la carte" approach - a quick descending nod at what Hindus, Muslims, Sikhs and Buddhists believe - and then back to the "real" Christian issues, because, after all, we live in a Christian country and Christianity makes up the larger part of the exam syllabus.

We need to set ourselves precisely what we mean by "religious" and "moral" education. If the answer is to involve more than a weary compliance with the law, then perhaps we should move in a more "humanistic" direction, towards an approach which neither presumes to install, because of other school department would dare so much, nor merely content itself with presenting a set of stale and isolated creeds, but which seeks to present "religion" as a fascinating, cross-cultural phenomenon, and "moral values" not as

the prerogative of a "Great British past" but as a vital issue with a past as old as human civilization itself.

Until then sadly, the British educational system will have to suffer the loss of disillusioned specialists joining the ever-swelling ranks of those teaching English abroad!

GEORGINA JOHNS,
Almagro, 5
Madrid.

Menial values

Sir, - Martin Wright in *Talkback* (August 21) is interesting. My own career between school and university conformed to the pattern commonest among the sample of Downing freshmen: menial work - in my case as a car park attendant - financing work and travel abroad. On the basis of my own experience I should like to examine some of Mr Wright's assertions.

He writes: "most jobs were menial... rarely did freshmen use the talent we assume they possess." Here I think he underestimates the value to a student, of the qualities required for doing menial work. It is tiring; it is boring; it is poorly rewarded. To do it for long enough to earn a few hundred pounds and go abroad, requires (and develops) a certain degree of determination.

But that is not all: being the bottom of the pile, being the guy who makes the tea, it probably in general a healthy experience for "intelligent young people" - to whom the future challenge of industry is the challenge of research, of management, of (to be blunt) being the boss. I submit that a boss who knows how his van driver feels, has a better change of being a good boss than one who has been employed in "a better way".

Mr Wright also seems to doubt that to travel is a good thing "if they must spend so much time travelling". Now I myself spent just less than three months abroad in that year and it seemed quite long enough; but what I feel I gained from the experience was an increased ability to cope with unfamiliar situations, a better understanding of what life is like for people who are not like me (i.e. foreign), and a collection of good and bad experiences from outside the walls of the school and the car park. In my case, and in the cases of a good many of the people I came across in that year, travel had more to offer than sightseeing and sunbathing.

Hence I think the idea that "many... are seriously underchallenged" is probably a mistaken one. Mr Wright

does not say whether his survey included a question about what the respondents felt they had gained from their time between school and Downing: if it did not, perhaps it would be not profitable for him to contact his respondents again at the beginning of their second year in Cambridge.

My last point is that though my own "year off" was a very good thing for me in several ways, I did not enjoy it very much at the time. Towards the beginning of it I almost got a job with a bank, which would perhaps have kept me contentedly employed until October; but from the point of view of my personal development, my education if you wish, I think it might have been a less good thing. The possibility ought to be considered that menial work and travel may have something to offer which school, university and congenial, challenging employment have not.

PAUL McKECHNIE,
University College, Oxford.

Rules for refugees

Sir, - You refer in your article "Grant rules eased for refugees" (August 21) to two recent amendments in the mandatory awards regulations concerning refugees. First, the lifting of the previous study restriction, and second, the extension of the definition of "refugee" for mandatory awards purposes to include all those granted asylum in Britain.

We warmly welcome the changes, which were recommended in our report *Refugee students - education policy is failing - proposals for change*, published in July. We are however, very disappointed that the recent amendments will only help those refugees who study abroad was interrupted during the 12 months preceding their admission to Britain.

Many refugees face arrest and imprisonment following the interruption of their studies, or may be forced to go into hiding, followed by a period of temporary asylum in a neighbouring country or a transit camp, spent either waiting for visas or funds to come to the Britain. It is therefore unrealistic to expect that refugees will arrive in Britain within 12 months of the interruption of their studies. This restriction should be lifted if the concession is to be fully effective.

ALAN D. J. PHILLIPS,
General Secretary,
World University Service (UK),
2021 Compton Terrace,
London N1.

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School to work

edited by Mark Jackson

Richard Garner reports on a work experience success story

The short-term employed

Fancy a spot of fish farming in Feltham - or idling the day away dreaming about the foreign holiday of your choice as you book grateful customers into exotic hotels working at your local travel agents?

These are just two of the jobs available to the 17,000-plus pupils who were able to take advantage of the Trident Trust's scheme for providing youngsters with work experience while still at school.

"It's been said we can provide jobs in anything from manufacturing black puddings to working in banks," said Mr John Kerry, the trust's assistant director in charge of education.

At present, Trident is working with more than 20 local education authorities providing youngsters with on-the-job experience and hopes to start new schemes in other authorities soon.

Already, Birmingham City Council has expressed interest in launching a scheme - and the trust is hopeful that Coventry may well follow suit.

Project Trident schemes differ from other work experience schemes in that each youngster spends a three-week stint in the factory or office to which he or she is allocated.

"We believe the pupils have to be there to establish the right kind of relationship with the people they are working alongside," said Mr Kerry. "That is the benefit of it - it means that they are establishing a relationship at an early age with someone other than their teacher or a fellow pupil."

The Trident Trust sprang from a small pilot project launched in Hampshire just ten years ago and it quickly spread to five other areas.

It was financed initially by the Duivert Trust, which administers money from the WD and HO Wills tobacco company - and at that stage gave its services to local authorities.

Now it costs local authorities £3,000 a year to administer the service, which has meant that two - Cheshire and Darlington - have fallen by the wayside. The Trust also receives modest grants from the Department of Education and Science and, for new projects it starts up - from the Department of Industry.

The growth of work experience schemes during the past year may pose a problem for the Trident Trust - especially now the Youth Opportunities Programme is becoming much larger with half a million youngsters unemployed.

Initially, the Manpower Services Commission and the Trident Trust agreed that they would not "poach" firms from one another - but, of course, firms themselves are free to choose the type of scheme they would prefer to take youngsters on from.

"Some firms would rather take on a youngster under the Youth Opportunities Programme for six months," said Mr Kerry, "but others prefer our three-week scheme."

In addition, the recession has meant that some firms in the manufacturing industries have dropped out of the scheme - but Trident has found many are still interested.

Each scheme runs like this: a coordinator from industry is appointed to run a project in an individual local education authority. Although they



Mark Alderson from Feltham School, Enfield, works at Kemplon Trout Farm during a three-week attachment.

notably IBM, which has seconded one of its marketing managers to Trident to act as a development manager initiating new projects.

However, with Birmingham actively expressing interest in the scheme for the first time, the Trust is hopeful it can maintain its level of helping 17,000 youngsters for the third successive year. It feels, though, that its biggest failure is with the Inner London Education Authority.

"We didn't get the support of the schools or the firms," said Mr Kerry. "The trouble is that the IEA is such a large area - there is no community spirit within London. What we are doing is making London available to our Outer London projects and young people from Enfield, Brent and even Harlow come into London to do work."

In an ideal project, about 20 schools from the authority would be involved - but the number of youngsters taking advantage of a three-week attachment varies.

In Peterborough, for instance, where the development corporation and local firms have been very active in their support for the local project, about 2,000 youngsters were seconded on three-week attachments within a couple of years.

In Hounslow, though, where the growth of the project has been slower, only about 400 youngsters take part. "They seem to believe that those of above average ability don't need to go on the scheme," he said.

Each scheme runs like this: a coordinator from industry is appointed to run a project in an individual local education authority. Although they

will work from local authority offices, they are independent of authority control.

Youngsters taking part in a scheme pick their three favoured options out from a variety of descriptions placed before them - and the co-ordinators do their best to marry each youngster up with his or her first preference.

The trust is anxious to stress that its scheme in no way involves on-the-job training for a particular career. It gives the youngsters the opportunity to be employed in a work environment and get to know the people they work with.

Mr Kerry admits it is difficult to monitor the success of the scheme. "I don't know how you can measure it except by accepting the views of the pupils or their staff," he said.

Perhaps another way is by getting the experiences of the pupils. Here are just a sample from a forthcoming pamphlet by the Trident Trust in their projects.

"I had to look after the petty cash account and balance the ledger. It was frightening. Someone else's money seems much more valuable."

"The job is much more physical than I expected. I would not be strong enough to do it full-time but there were other jobs I did not know existed that I am now very interested in."

"I will never work in this type of office. Thank goodness I found out how boring it is now. I really want to do something with people and work at my exams so I can qualify as an occupational therapist."

N. Ireland plans united front on FE

Northern Ireland should have an independent coordinating council to plan and finance further education.

Such a body would help to break down barriers between the different sections of post-school provision and to encourage more community involvement in decision-making.

These and other improvements in further and higher education would have a significant impact on Northern Ireland's chronic social and economic problems, according to a report published last week by the National Association of Teachers in Further and Higher Education.

The report says a full range of vocational and general courses

should be developed to meet the needs of 16-19-year-olds. But the system "must also do more for those who are likely to remain unemployed for considerable periods of time."

Higher education, at present concentrated in the Belfast area, should be more widely spread, with at least one further education college offering advanced courses within each education and library board.

The report backs the province's system of allowing young people to transfer from school to college at 15, saying the non-sectarian character of colleges can provide "considerable advantages and a significant change of environment" for young people.

However pupils and parents should be offered better counselling.

All students in the 16-19 group should be brought under a single set of administrative and funding arrangements, the report says. Teachers would provide the lead in type of unified institutional provision in the light of Northern Ireland's emphasis on vocational education.

Further Education in Northern Ireland, National Association of Teachers in Further and Higher Education, Hamilton House, Markon Place, London WC1.

Hilary Wiley

Talkback

Saving AE

Tom Daveney

Of all the local authority educational services, the most severely affected by the present retrenchment is with-out doubt adult education. In some areas, as the search for savings increases, the provision has disappeared altogether.

How then is it to be saved from stunted development or outright extinction, when the pruning knife is being wielded with a ferocity unknown in modern times? The answer is to look at another sector outside the local authority which, astonishingly, if not exactly growing, is holding its ground firmly.

I refer to the responsible bodies, ie, the Workers' Educational Association and the extra-mural departments of the universities, which, although enduring cuts along with other university departments, are nevertheless still keeping their heads above water. The reason for this is the special financial arrangements which they have directly with a tiny part of the DES.

This is known as Universities' Branch (FE), who supply them with earmarked funds of up to 75 per cent of teaching costs (fees, travel, subsistence) on the basis of a programme of classes approved by themselves and HMI. Extra-mural departments have particular cause to be grateful for this scheme at the present time: had things been otherwise they might now be faced with instant dissolution.

This "responsible body" arrangement dates from Tawney's 1919 report, in which it was recognized that a valuable and inexpensive boost could be given to the liberal education of the populace by assisting these voluntary bodies to help them-

selves, and so help the public at large. Since an unsatisfactory programme can result in a reduction or cessation of grant, the stimulus to efficiency is always there: jobs both part-time and full-time depend on it.

Again, because the *raison d'être* of the voluntary body is the fulfilment of a particular social requirement, the motives of the staff tend to be more vocational than merely professional. The result, from the point of view of the grant-awarding body, is an extremely cost-effective service, which they can influence within reason, and for whose administrative costs they are not responsible. From the point of view of the grant-receiving body the advantage is an earmarked grant which cannot be raided in times of competing priorities.

If, therefore, AE were constituted as a responsible body, it could be saved.

The advantages for the local authority under such a scheme are that the teaching budget of their AE programme is 75 per cent assured, and assured in such a way that it is completely protected from the predatory encroachments of their own administration. It is true that the rate support grant would most likely be reduced by the amount nominally included in it for AE, so that apparently there is no financial advantage. Yet the new arrangement could result ultimately in far more profitable use of resources.

The key factors here are: 1. the amount of voluntary effort which voluntary bodies tend to employ; 2. the drop in the ratio of administrative to teaching costs (this is because whenever there is a squeeze on costs within the body, it only makes sense to squeeze administration, and not the heavily subsidized teaching budget); 3. an increase in the "voca-



Asian women learning English at the South Norwood Adult Education Centre.

tional spirit" of the professional committees on which officers, elected members, and representatives from other voluntary bodies sit. These could become the embryonic responsible bodies.

Whatever the difficulties, unless something like this is done quickly,

nately difficult. Most i.e.s.s have AE committees on which officers, elected members, and representatives from other voluntary bodies sit. These could become the embryonic responsible bodies.

Whatever the difficulties, unless something like this is done quickly,

the latest round of local government cuts could see the end of AE altogether, and with it a most potent means for re-educating our society in a world of yertigious change.

Tom Daveney is professor of adult education, University of Exeter.

If I ruled the word

John Honey

The TES front-page item "Keeping the cheek out of the tongue" (August 21) was very unhelpful to anyone trying to understand the significance to teachers and pupils of what I said in a paper to the Third International Conference on the Teaching of Spoken English at Leeds on August 18.

My paper examined the past and present status of standard English pronunciation - what is technically known as RP - and in particular questioned the prevailing notion that the primacy of RP in Britain today was a broad distinction between two types of RP - the "marked" (or

"posh") variety and the "unmarked" (or "mainstream") variety. I suggested that public opinion had in fact reassessed and confirmed the expectation that public figures (outside the royal family) who have serious claims to admired social status, and above all to "educatedness", will speak RP, but it should now generally be unmarked RP.

My paper examined the past and present status of standard English pronunciation - what is technically known as RP - and in particular questioned the prevailing notion that the primacy of RP in Britain today was a broad distinction between two types of RP - the "marked" (or

speakers in those regions whose jobs create for them expectations of "educatedness" will tend to use, not a full-blooded local pronunciation, but a form of RP which shows traces of the local variety.

In a world controlled by me, schools would not (as your report suggested) attempt to impose RP at the expense of local varieties: my control would be exercised in abolishing the partly snobbish set of values which puts some of our most picturesque and expressive (and, to my sociolinguist's ear, delightful) varieties, such as Cockney, Brumm, and Scouse, at the bottom of the acceptability scale. But until that benevolent dictatorship is established, we do our pupils (and those being trained to teach them) a disservice if we conceal from them the facts about the hierarchy of linguistic prejudice which operates right across British society in 1981: not just in Mayfair or at Ascot, but at job inter-

views (for those lucky ones who can get them) and above all at every stage of the education process.

Nor is it true that most experts tread warily around the problem of accents in school. The discussion of linguistic issues among educationists has been dominated in recent years by the propaganda of a school of sociolinguistic thought whose message has been that all varieties of English are of equal value, and that it is not right for the teacher to interfere to "correct" the child's vernacular. A famous paper by Labov (1969), ludicrous as a piece of scientific method and noteworthy for its logical sleight-of-hand, has been widely used as a basis from which to promote these kinds of argument; it has been republished in numerous collections of readings used by teachers, and is central to unimpeachable Open University courses in this field of educational studies.

However much we may want to

cherish (as I would) local varieties of accent, we owe it to our pupils to teach them that in certain contexts where "educatedness" is at a premium, the use of certain accents is not appropriate. Nor should we be ashamed to insist on clarity, intelligibility and indeed graciousness of style in our pupils' spoken English.

The conditions for a successful school programme of what I have called *bifocalism* - whereby pupils maintain two or more varieties of accent - require a great deal of experimental research which no-one, so far as I know, is doing. Such a programme also requires a great deal of sophistication and sensitivity of approach, of a kind very lacking in your report.

Prof John Honey is head of the school of education, Leicester Polytechnic.

Applying, how not to

Garth Freeman

I am irritated or dismayed by the kind of inept "mistakes" made by many applicants for teaching posts. After the following prohibitions - all based on my own personal experience of receiving applications - in a spirit of genuine helpfulness:

1. Do not send your application to the school in a "Snoopy" envelope or on scented/pink note paper. Few head teachers are really impressed by the family business: printed stationery or college/hotel headed notepaper.
2. Do not telephone the school on the next day to see if your application "has got held up in the post".
3. Do not ask to speak to the head in order "to add something I forgot to put on the form".
4. Do not - even if you served on the same staff several years ear-

lier - telephone the head as "a personal friend" and then open the conversation by saying "Hello ... do you remember me from ... days?"

5. Do not complete your application in coloured ink or in such a confident, flamboyant hand that it is quite illegible.
6. Do not try to be evasive about the class of degree you obtained. If you got a Lower Second like everybody else, put that, and not "Second" in the vague hope that the head will think that means Upper Second.

7. Do not spell *Bachelor* with a *fl* (And, while you are about it, try to use the right *principle* or *principal*, and remember the adjectival form *extracurricular* - "evening paper round" "Saturday morning job in local chemist's" "collecting television rental money for father-in-law" etc., under "other full-time experience").
8. Do not leave an unexplained gap in your career thus far: (This

probably lends an intriguing air of mystery to Agatha Christie's biography, but "I will leave a head wondering what on earth you were doing during that period.")

10. Do not try to strike up a conversational tone with the head to whom you are writing by adding



little asides in brackets with an exclamation mark, e.g. "Sorry, I can't get everything in the space provided!"

11. Do not list under "other interests" things that are not strictly relevant, e.g. "I am a Morris Dancing, freckenthastic member of the Campaign for Real Ale."
12. Do not tell a head that pastoral care and/or extra curricular activities etc. are absolutely vital to the success of a school - he or she knows that already.
13. Do not overdo either the psychology or philosophy in your application. The head wants neither a detailed psycho-analysis or treatise worthy of Wittgenstein.
14. Do not write too long a letter of support.
15. Do not write your letter of support on lined block or on half a note pad of small, cheap, lined paper.
16. Do not include examples of pupils' work, syllabi, unasked-for testimonials from the manager of

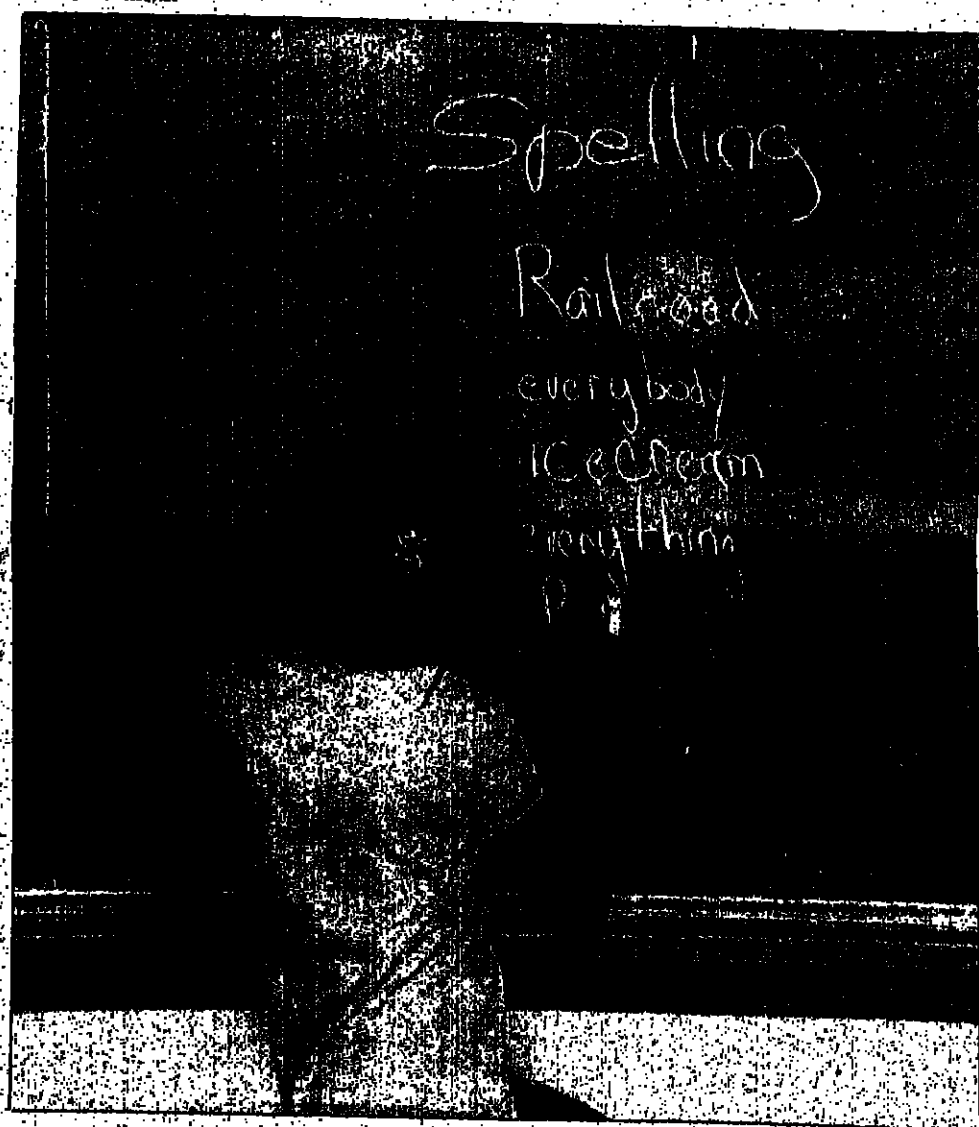
the local wine store, photographs of yourself in Lower Onslaught First Fifteen or with class ZTR on their annual visit to Woakey Hole.

17. Do not list contributions to the parish magazine under "publications".
18. Do not oversell yourself to the point of sounding arrogant, e.g. "I am quite confident that I have the makings of a first class teacher."
19. Do not tell a head that you believe in "firm discipline but it should be tempered with understanding and insight". There must be a new and original way of expressing the ideal between "I am a confirmed sadist where children are concerned" and "I believe in loving them out of their naughtiness."
20. Do not give the names of referees without first asking them and checking that they are still in this country and/or alive.

Garth Freeman is head of Orleans Park School, Richmond-upon-Thames.



Above: maths class at the Investigative Learning Centre, a magnet school in St Louis, Missouri. Below: the investigative approach is not to give the children the answers but teach them how to arrive at them.



Magnets that draw blacks and whites alike

In 1972 a group of black parents filed a civil rights complaint with the US District Court against the St Louis Board of Education, for operating a segregated school system. Although the legal arguments still haven't been settled, five years ago the magnet schools opened, to introduce voluntary integration in education. They provided one option that would avoid forced bussing of school children.

The only criteria for acceptance of a child into a magnet school are the post-mark of the application, and the race of the child. By court order no magnet school can be more than 70 per cent black, even though the City's total school population is 79.3 per cent black. This has meant that the schools have

been recruiting with success the more prosperous white suburbs of St Louis County. The eventual aim is 50 per cent black to white of both students and teachers.

In St Louis there are at present 18 magnet schools, with an expected enrolment this autumn of 5,000 out of a total school age population of about 60,000.

By offering specialized curricula, the schools do not neglect the required academic subjects that are necessary for graduation. For example, the Visual and Performance Arts High School claims an academic record as good as, or better than any other high school. The difference is that fantastic dancers and musicians have also been turned out from scratch.



Learning to read music at an early age. Some children come as much as 20 miles to attend the school. But this is not enforced bussing.



The school is close to the zoo, botanical gardens, and hospital, and sometimes holds classes in all of them.

Photographs by Mike Abraham/Network



Who wrote Shakespeare?

The latest salvo in the controversy takes the Bacon theory out of the hands of the mediums and retired generals and returns it to academe. Nicholas Shakespeare (yes, a relative) reports

Sir Francis Bacon: A Biography. By Jean Overton Fuller. East West Publications £10.00.

It has been said that the lunatic element among Baconians embraces rather more than a fringe. Delia Bacon, the first to popularize the theory that her namesake wrote Shakespeare, died insane after digging for Bacon's will under the bard's gravestone. Another American, Ignatius Donnelly, proved in his "Great Cryptogram" of 1888 that Bacon had not only produced Shakespeare's works but also ghosted Montaigne's Essays, the plays of Marlowe and Jonson, Burton's Anatomy of Melancholy and the 1611 Bible. Donnelly's use of cipher to illustrate this was taken a step further by a Detroit physicist, Dr Orville Owen. Pasting the pages of Bacon's works to two enormous wheels and matching these with the help of four guide words, Owen unearthed some novel evidence as to Bacon's descent from Elizabeth. Persuaded of the existence of 66 iron boxes containing Bacon's manuscripts, Owen used his wheels to find a location by a castle 2½ miles from where the Wye joined the Severn. When a dig produced nothing, he extracted from Ben Jonson's line, "it was for gentle Shakespeare cut" the message "seek, Sir, at a true angle at Chepstow F." All he

"William Shakespeare, his method of work," the version according to Max Beerbohm in *The Post's Corner*



came upon was an abandoned cistern. Shortly before his death and after several more excavations, Owen parted with the advice, "never go into this Baconian controversy." It was not advice that his disciple Mrs Gallup followed. From her analysis of print found permutations, she found much to substantiate Owen's earlier discoveries, including Bacon's awareness that "Queen Elizabeth is my true mother and I am the lawful heir to the throne. Find the cipher stone my books contain. It tells great secrets, every one of which if imparted openly would forfeit my life." As Mrs Gallup admitted, "I sometimes think inspiration . . . is absolutely essential." For all that, such anti-Stratfordians have inspired confidence in an impressive list of people, from Bismarck and Mark Twain to Henry James and Daphne du Maurier.

Jean Overton Fuller's biography firmly returns Bacon's sponsorship to this side of the Atlantic. It also allows a subject, more usually the province of lawyers, retired military and mediums, to be aired by someone who has a professional contact with literature. Sensibly avoiding cipher as a domain "in which it is easy to lose reality in illusion", she is nevertheless assisted in her great pursuit by methods not conventionally used by academics. While contemplating the fireplace engravings in Canonbury Tower, Bacon's London home, "a waking vision came to me . . . a bird that never was and never could have been . . . stepped towards me with astonishing vigour, raising its feet very high, its neck arching, head darting, crowned baubles waving, tail trailing, all a shimmer." Though she wisely resists the compulsion to dig, so endemic among Baconians, it could be said her thesis requires such visions.

Much of it harks back to Dr Owen and Mrs Gallup, especially her contention that Bacon was the son of Elizabeth and Robert Dudley, Earl of Leicester. Applying Mendel's law of genetics to a few existing portraits, she finds these two had between them "the characteristics needed to produce a child with dark brown curly hair and dark brown eyes." What confirms for her the market-place rumours that Leicester had given the Queen two children is Elizabeth's confession to the Spanish ambassador "she was no angel and did not deny she had some affection for Lord Robert." As Overton Fuller says "the word 'affection' had then a hotter sense than now." She explains away any inconsistency that might be felt between this interpretation and Lady Bacon's complaint that Bacon "keepeth that bloody Percy as a bad companion . . . for I will not have his cormorant seducers and instruments of Satan to him committing foul sin . . ." In the writer's necessarily thermal view of time, "the term bad companion was used by the Elizabethans innocently."

With the failure of Sir Nicholas Bacon to leave anything to his putative son, the macabre scenario develops. Bacon becomes the protégé of his brother, Essex, who in turn falls in love with Elizabeth, unaware she is their mother . . . When Bacon lets the cat out of the bag, Essex is understandably thrown off kiel and starts a rebellion. The Queen restores Bacon to favour, by entrusting him with the task of Essex's prosecution. As careful to allow nothing to hinder his desire for high office as he is to conceal his claims to both the highest office of all and the greatest literature in our language, Bacon sends his brother to the scaffold. The dichotomy is too much for him. In the end he sacrifices himself for the reputation of his pederastic King and pleads guilty to charges of corruption.

The secrecy surrounding the true nature of Bacon's identity befits the possible founder of Freemasonry. Notwithstanding his position as heir to the throne, it would not have helped Bacon's career prospects had any but a select few known he wrote for the stage - among them such disparate cognoscenti as Ben Jonson, George Herbert and John Florio. Though Henry VIII took part in court masques the theatre was regarded as unwholesome. Better have an illegitimate child than one who be-

came an actor, and a contemporary stage ordered that "common players of interludes and minstrels wandering abroad . . . shall be taken, adjudged and deemed rogues, vagabonds and sturdy beggars." The author of *The Art of English Poetrie*, 1589, knew "very many notable gentlemen in the court that have not ten very commendably and suppressed it or else suffered it to be published without their names to it, as if it were a discredit to themselves to seem learned and to show themselves amorous of any good art." That there was such a one can be seen in a letter to John Davies which ends "so desiring you to be good to concealed poets." He had, after all, come to information few others can have enjoyed. In *Love's Labour's Lost*, Berowne, Longomontanus and Boyet are renderings of Biron, Longmire and Bois, the councillors at Henry IV's court of Navarre who stamped his brother Anthony's passport. Bacon himself had visited France in 1576. As a founder of the Virginia Company, he must have read a letter from Sir William Strachey, followed the wreck of the ship the Sea Venture. It provides details which have their outlet in *The Tempest*. An accumulation of further evidence only underlines Bacon's opinion that "I have (though I am St Albans, where he lived, appears 17 times in the plays, Stratford not once. Lines in *Comenius* allude to the circulation of the blood, though Sir William Harvey did not publish his discovery till 1619, three years after Shakespeare's death. Harvey was Bacon's physician.

More interesting still is the way in which Jean Overton Fuller takes pains to expose similarity between Bacon's own life and the plays. In 1603, for instance, Lady Wiltshire and her sister tried to have their father Sir Brian Annesley declared insane. The youngest daughter, Cordell, wrote to Cecil who saw that when Annesley died, everything was left to Lady Wildgoose but to her. The overseer of the will was another William Harvey, the W. H. of the Sonnets and Bacon's successful rival for the affections of the Dark Lady, the Countess of Southampton. "It's a long shot," the author admits, but Lear's utter desolation could also have been drawn from both Lady Bacon's religious ravings and Elizabeth's depression after Essex's execution. At times there is genuine anxiety when Overton Fuller fails to secure a place in the cast for all of Bacon's contemporaries. Catherine de Medici may be Lady Muchbeth, John Florio Holofemes and Bacon a variety of characters which include Orsino, Bassanio, Timon and Jacques; "who is Miranda . . . who is Parolles?" Even Queen Elizabeth's identity is confused with her celebrated outburst "know you not that I am Richard II." As for the role of Aguecheit, that is reserved for "the learned butcher boy", Shakespeare.

Jean Overton Fuller is rare among Baconians in her treatment of "the Stratford myth." She does not comfort herself to mislead the actor whom others have described as "drunken illiterate clown." Instead she gives his claim to authorship on the grounds of learning. In common with Bacon, there is no evidence to prove he went to school, and she finds it impossible that with his small Latin and less Greek Shakespeare could have mastered the works of Erasmus, Lucian, Montaigne and Juvenal as well as Aristophanes. It is apparent in the plays, just as Aristophanes published under the names of his actors, managers and Scipio under the name of Terence, so Bacon chose Shakespeare to protect his dignity. In this choice consists Overton Fuller's most dramatic revelation - "I suggest Bacon having come to know him dictated the works."

In all the literature written on this subject, it seems that Bacon was as determined not to be found out by his contemporaries as he was to be discovered by posterity. As Macaulay said of him, "in perceiving analogies between things which had nothing in common he was no equal." As Jean Overton Fuller shows in her biography, he has handed such perceptions down.

Savage, sad and funny

Sheila MacLeod concludes her review of theatre at Edinburgh

Well, words were made to be eaten. Having complained about the foreign language productions at the Festival, I now have to declare that I wouldn't have missed *The Girl From Andros* for anything. The National Theatre of Rumania's production worked for two main reasons. First, the story (following Terence's comedy about star-crossed lovers) is so simple and the imagery so homely as to belong to a universal language. Second, the production wasn't something "out there" but one which insisted on involving us. The actors slid along ropes or swung above our heads; the characters directly solicited our sympathy for their own predicaments, and Radu George, a superior, unselfish Norman Wisdom, had most of us reduced to helpless laughter by his muddled-idiot routines, including some marvellous business with a pair of slippers. Contrary to my expectations, the auditorium was packed and the audience emerged in the sort of good-humoured high which follows the successful breaking down of barriers.

Birmingham Rep's *Candide* is a great deal better than their *As You Like It*. Even the set, stripped of its straw and sawdust, looked more impressive, although some of the rakes seemed a little too steep for the family-dressed actors to negotiate. Hugh Wheeler's book, adapted from Voltaire, is much too thin and bland to reveal its parentage, but made better, especially if written by Leonard Bernstein, and most of the verbal bite can be found in the lyrics. Rosemary Ashe as the much-abused but resourceful Cunegonde is the outstanding voice. Nicholas McAuliffe as the Old Lady and Nicholas Grace as Voltaire, Dr Pangloss and others, provide the two outstanding performances. Where has Mr Grace been all my life? He's inclined to ham it up a bit and strikes me as a selfish player, but he is a star. William Relton copes adequately as the wide-eyed Candide; as with most juve leads, there isn't much scope in the part. Mark Wynier has more to play with as the narcissistic Maximilian, but he looks much too sweet (as sweet as ever) to be a baddy. All in all, a family show with nothing to offend or tax us.

The Royal Lyceum Theatre Company has been brave enough to produce two full-length proper plays for the fringe. Stewart Conn's *Herwan* is a literate (and over-literary) tale of a writer who identifies with Melville and meets his own white whale in the shape of an agonizing choice to be made between wife and mistress. The situation is corny, as are many of the lines given to the two women. Indeed, the lack of understanding of its female characters (one in bed with our hero strips completely and needlessly while he doesn't undo as much as a shirt button) makes the play seem old-fashioned and clumsy, although it contains many an accomplished ingredient. Steve Metcalfe's Vikings doesn't concern itself with women either, but then it doesn't purport to. It's a play about what could be called men's problems, in particular those of three generations of Scandinavian Americans. Arthur Miller transposed, perhaps, but none the worse for that, and Steve Metcalfe's quiet wit is all his own. Though not entirely together the day I saw it, the production has a low-key emotional self-confidence which shouldn't be underrated.

The National Student Theatre's *Cramp* by John Godber (who also plays the lead) has already been praised and awarded for its originality and inventiveness. It's a moral story about an overachieving young weightlifter and the impossibility of attaining perfection in some (literally) dead-end Northern town - or anywhere else. Cult, a new production, suffers by comparison. It needs better direction and more props but is enhanced by the presence of what must surely be a born actress: Emma Bernard, gutsy and gamine, translates the all-too-familiar anginess of adolescence into tear-jerking truth.

But I can't believe that there is a better production to be found on the fringe than Steve Berkoff's *Dance*, played by himself and Linda Marlowe as if by one mind. Poetic and vulgar, savage, sad and funny, it defeats description. My only reservation is that its female fantasies and obsessions or, rather, represent a male idea of what female ones should be. Other than that, an incisively bitter analysis of the top and bottom reaches of our class-ridden society. Brilliant - in both conception and execution and, beyond those, in the use of language. Neither it nor *Brothers Karamazov* has really had much competition.

A televisual Utopia

John Mair on Channel Four

With the scheduled launch of television's Channel Four just over a year away, it was appropriate that a sizeable chunk of this year's Edinburgh International Television Festival be devoted to finding out just how much of a video revolution we can expect.

Channel Four's chief executive Jeremy Isaacs seemed happy enough to subject himself to pointed questioning from many of the festival's participants and, as if to accentuate the refreshing air of accessibility which the new channel hopes to engender, commissioning editors and other senior officials contributed to the general discussion and answered specific points.

But it is still a year away. And Mr Isaacs and his colleagues can still afford the luxury of promising a televisual Utopia. Some novelties are guaranteed: Channel Four will stay on the air until 2 a.m. on two or three nights a week; non-professionals will get a chance to

analyze treatment of the news; there will be more live television and more high-quality films. (While Mr Isaacs gave a commitment to support British film-makers, he indicated that film slots would be given over to international work, something which BBC2 has done with great success.) So we have at least been given some idea of the shape of things to come. But it is much more difficult to predict what is going to fit into that shape. One or two Channel Four coups have already been announced, such as the screening of the Royal Shakespeare Company's much-acclaimed marathon production *Nicholas Nickleby* and the purchase of the film *Napoleon*. Both decisions are commendable, but it would not have been surprising if one of the existing channels had taken them. (Indeed London Weekend Television took a far more creatively daring step with *Nicholas Nickleby* when *The South Bank Show* filmed the production from its inception.) One key to Channel Four's success

Venice must surely have drawn more writers than any other city. It proved particularly fascinating to Ruskin, inspiring him to write *The Stones of Venice*. In Ruskin and Venice he found "Clegg Junction" Books, £12.50 86245 (019.5) deals with the city's eleven sections to the city in three main sections: Venice in Romantic, The Stories of Venice, and The Ideal of Venice. Each visit is included individually under these

shape of an agonizing choice to be made between wife and mistress. The situation is corny, as are many of the lines given to the two women. Indeed, the lack of understanding of its female characters (one in bed with our hero strips completely and needlessly while he doesn't undo as much as a shirt button) makes the play seem old-fashioned and clumsy, although it contains many an accomplished ingredient. Steve Metcalfe's Vikings doesn't concern itself with women either, but then it doesn't purport to. It's a play about what could be called men's problems, in particular those of three generations of Scandinavian Americans. Arthur Miller transposed, perhaps, but none the worse for that, and Steve Metcalfe's quiet wit is all his own. Though not entirely together the day I saw it, the production has a low-key emotional self-confidence which shouldn't be underrated.

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Not surprisingly Léger was attracted to the cinema, working first

Painter of things

Fernand Léger, 1881-1955. Riverside Studios, until 6 September

Probably no other 20th century painter was more attached to the concrete objects of the world than Fernand Léger. After a brief period of abstraction when he explored the potential contrasts of elementary planes, volumes and colours, he discovered in the trenches of the First World War his true vocation as a painter of things. Mostly man-made, these appeared in pictures that Léger ensured were equally evidently manufactured, their vitality and beauty existing not so much in truth to appearances as in their well ordered designs. One of the most striking aspects of all his work is the tight-rope balance maintained between the integrity of the object and that of art; a quality splendidly evident in "Still-Life with Vase" (1925) and "Painting" (1926), where clear-cut shapes are at once abstract and representational.

To celebrate the centenary of his birth, Riverside Studios have imported a compact show held earlier this year at the Centre Pompidou in Paris, *Fernand Léger: The Poetry of the Object 1928-1934*, itself the reconstruction of an exhibition made by the artist at the end of that period. Framing this is a representative display of works chosen by Paul Overy from British collections which cover Léger's entire career from his earliest contact with Cubism to a gouache, "The Shop Window", painted in the last year of his life.

The selection is excellent. Within a few square inches "Soldiers" (1915) reveals Léger's fascination with the gleaming hardness and conflict of military life and "Study for The Fisherman" (1917) his post-war maturity, when an ambition to synthesize the most dynamic contrasts of modern life was realised in pictures of monumental proportions. As his social commitment grew, Léger's art became more accessible and the little study "Acrobats-Fragment of Parade" (1939) is more than a hint of his ability to celebrate both work and pleasure in compositions that combine the techniques of modern art with popular appeal.

Not surprisingly Léger was attracted to the cinema, working first

with Abel Gance and then making his own celebrated "Ballet Mécanique". What appealed to him was the ability of film to edit ordinary life, isolating in close-up aspects of things not normally noticed. Whilst the Surrealists were exploiting a combination of objects for their erotic and violent associations, Léger presents them separately in as dry and matter-of-fact a way as possible, leaving the ambiguities of the material world and their mediation through art to speak for themselves.



"A Pair of Trousers" 1933

Always tangibly there, the objects are never bizarre yet he achieves a range of effects from the comically absurd "Pair of Trousers" (1933) to the almost abstract "Handkerchief" (1930). If the mechanical parts of "Lock" (1933) are already made Léger echoes of other artists are present elsewhere: Rembrandt in the several haunches of beef and mutton and de Chirico in "Old Gloves" (1930). What they collectively demonstrate, however, is not Léger's proximity to Surrealism in its heyday but his continuation of that sober, realist tradition from Le Nain and Chardin to Courbet. Poetry, ironically, is not so much manufactured as discovered.

Michael Clarke.

Britain's national touring children's theatre

The Ideal Gnome Expedition

A musical play for children written and directed by David Wood

Week beginning	28 September	5 October	12 October	19 October	26 October	3 November	9 November	16 November	23 November	30 November	7 December	14 December
	Coventry - Arts Centre, University of Warwick	Bristol - The Bristol Hippodrome	London - Sadler's Wells Theatre	Stevenage - Gordon Craig Theatre	Bathurst - Towngate Theatre	Hull - New Theatre	Derlington - Civic Theatre	Boston - Opera House	Kirkcaldy - John Smith Theatre	Exeter - Devonport Park Theatre	Dorchester - Dorchester Theatre	Leamington - Leamington Playhouse

and special three week Christmas season from 6-21 December Brighton - Brighton Centre for the Arts and Arts Council Tour

Every child in the audience will receive a Clarks 'Car's Eye' Badge.

WHIRLIGIG THEATRE is only again presented with the generous assistance of

Clarks The Children's Shoemakers

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Literary competition

Competition No. 18
Entrants were required to produce up to 16 lines on themes worthy of McGonagallian verse; calamity, commemoration, or any notable event likely (or unlikely) to occur in the next decade.

Report by Charabdis

Returning from three weeks' rigorous abstinence from the English papers in France, I was filled with the wild surmise that some of the McGonagallian catastrophes with which your entries confronted me might actually have occurred in my absence: assassinations here, there and everywhere; the silicon chip surging out of man's control to take over the planet; Anglo-Scottish racial riots in Kelso; the spontaneous combustion of Cyril Smith, MP in the Commons chamber; the fall of Nelson's column; the sinking of the Royal Yacht Britannia - among many other dire events. Of happy happenings, the successful completion of the Channel tunnel was by far the most popular. From a dozen or more entries of prize-winning timbre, I have chosen those which seem most sustainably to achieve the unflinching limps of your Great Scottish Original. £7.00 to each entry published; and £5.00 to Bill Campbell for his stirring but overlong Ode on Scotland's Victory in the World Cup, 1982 (despatched all the way from Khartoum). Commendations also to Joan Evans, Paul Griffin, Bill Greenwell, John Sweetman, O. Banfield, A. W. Crown, M. C. Roberts, Christine Sinclair, John Q. Smith and Gerard Benson.

The Great Flood of London
O 'twas in the year of Nineteen Hundred and Eighty Three,
When the citizens of London so hap-
py and free

Were going about their own business
But what was to come they could not
guess.
For on a day in March not long ago,
The River Thames began to overflow
And soon it was quite clear for all to
see,
That the water was rising
uncontrollably.

In Parliament the Government was
told of the Flood so sinister,
And the water was lapping at the
feet of the Prime Minister.
So the Speaker called for Parliament
to be adjourned,
And they would come back when the
tide had turned.

But I had been warned of the event,
And so was able quickly to leave the
scene,
And aboard a television ship I did
go,
To film the scenes of devastation
down below.

Jeremy Neville

The Death of Meg Mortimer
Prepare to weep, ye landmen! Bri-
tannia, blow thy nose!
Alas! The Muse of Tragedy compels
me to compose!
'Twas on October 21st, in 1981

That groans of lamentation arose, far
worse than Radio One.
They wept in gay North Berwick, in
picturesque Torquay
(Two lovely spots for summer hols,
tourist-brochures free,
Portrayed in my "Poetic Gems", two
volumes, thirty bob).
They cried indeed throughout the
land: "Noele Gordon's lost her
job!"

"Meg Mortimer is doomed to die!"
"Doesn't she look thinner!"
And salty tears did fall and plop into
each TV dinner.
Meg's heart had failed; it was as
weak as this poetic metre,
And at the Crossroads in the Sky,
and Angel came to greet her.
She lay there, such a lovely corpse,
her acting never better.
Soap Opera's Prima Donna - gone!
Alas! How could they let her?
Good people out in TV land, let's
not admit defeat:
Forget this sad catastrophe, and
switch on Coronation Street!

For the pillars holding up all six
levels o'er which the traffic
rumbled
That night completely cracked and
crumbled.

Block by block the concrete fell
away
From the places held since 1972 (the
24th of May),
Tarmac, signposts, lamp-posts drop-
ped from where they had always
been
And in the moonlight - oh! it was a
horrible scene.
There died four hundred souls in this
disaster -
Who would have escaped had they
but driven a little faster -
Therefore, constructors, as far as
you are able,
Do not raise up modern Towers of
Babel.

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levels o'er which the traffic
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There was tremendous excitement at
choosing a Republican boss.
The Election was set for the Fifth of
November.
Because all felt it was a date they
could remember
To vote for the man (or the woman)
for our country to rule

Oh happy was the first day of April
1984
When the Commons decided we
should have a monarch no more.
Although a part of the Nation felt of
the Queen a great loss
There was tremendous excitement at
choosing a Republican boss.
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For our country to rule

(Which is a great honour as we all
learnt at school.)

The day, with the temperature at
forty-two degrees,
Was cloudy as people set out to vote
for whom they please.
And when at two minutes to Mid-
night the result was declared,
The winner's name on all TV chan-
nels was blared:

By overwhelming majority of the
British Nation
I declare Charley Windsor as your
nomination!
Next day all thought it a very good
thing
That he changed by deed poll his
name to Charles King.

Laurence Fowler

To the Princess of Wales on Being
Proclaimed Chancellor of the Univer-
sities of Aberdeen and Calcutta,
1989.

Accept, Princess, this book, the
Patanjali,
Translated into Gaelic from the origi-
nal Bengali;
Packed full it is with Eastern lore
and treasure
Enhanced by the Gaelic's stately,
solemn measure.

And as you cross from Scotland to
Calcutta
You may wish some poetry on deck
to mutter,
So this book will help you nicely
while away
The tedium of the long sea journey's
day.

'Twas translated by a loyal subject,
who
Has many more like it that he will
cheerfully do for you.
But as they are done at great ex-
pense and are difficult to rhyme,
They are not likely to be ready for a
very long time.

Nevertheless, Princess, if you can
wait,
Be sure he will let you have them at a
much later date.

Elizabeth A. Keith

Competition No. 19
Set by Charybdis
A more difficult one again: though,
ingenious as so many of you are, you
may not find it so. A poem please
(up to 16 lines) whether metrical or
free, where the first and not the last
words on the lines rhyme - with the
subject matter somehow appropriate to
this inverted way of doing things.
Closing date: September 16th.

J.P. Stern's excellent book *Reinter-
pretations: Seven studies in
nineteenth century German literature*
has just been reissued (Cambridge
University Press £25.00 and £7.95).
Goethe, Grillparzer, Büchner,
Schopenhauer, Heine, Stifter and
Fontane are each discussed in a man-
ner which is at all times lucid and
trenchant. Professor Stern has made
only minor adjustments to his origi-
nal 1964 text, which is entirely
appropriate: students in the eighties
will find it no less valuable than their
predecessors did 20 years ago.

Lord David Cecil was the inaugu-
rator of the Oxford anthology il-
lite. Yet if Donald Davie the present
editor is right the title is a mythom-
ber. He aspires to print those discernibly
Christian verses - including a very
wide variety of religious experience
which are definitely poems as well.
But if they have to satisfy certain
artistic criteria, his own are well-
pleased to facilitate the inclusion of
examples others might flit at - for his
preference for what he calls the "no-
plith style" (which he finds the no-
tion of Christian poetry has an in-
built bias towards in any case).
He makes it pay for him to include
hymns (by Keble for example).

For our country to rule



Hockney putting coloured pulp in moulds of "Swimming Pool with Red Boat" (Paper Pool 5)

All about pools

Paper Pools. By David Hockney.
Thames and Hudson. £5.95. 0 500
27190 9.

Paper Pools began as an exhibition
of huge paper sheets ranged round
the walls of a gallery in Covent Gar-
den. To stand surrounded by them
was to be enveloped by sheer plea-
sure. In this magnificent book they
still shimmer or brood mysteriously.

For their existence we have to
thank the fact that Los Angeles is a
city where it is essential to be able to
drive: having lost his licence, Hock-
ney was virtually forced to wait ab-
out in New York. There he visited
his friend Kenneth Tyler and was
persuaded to experiment with press-
ed paper pulp. By the time the li-
cences arrived he was hooked, and he
remained to complete 29 pictures.

The story of this period of work is
related by the artist in his own in-
genuitous manner, and is illustrated
with his own drawings and photo-
graphs of the stages involved. The
nature of the technique forced him
to work on a grand scale and without
precise detail, but the pools, even
when reduced to 8" x 9", are a
delight. The tensile strength of a
yellow diving board poised over the
water's edge, casting its violet shad-
ow on the ground brings back the
pleasure such images create in the
mind. The water surface dances with
light, shadows plunge down into
the blue wetness, depth and
surface are imprisoned in the fluid
of movement.

Hockney ends his account with the
words "Now I'm going to paint all
about figures". He's certainly
painted all about pools.

Betty Taylor

Artistic criteria

The New Oxford Book of Christian
Verse. Chosen and edited by Donald
Davie.
Oxford University Press
£7.95. 0 19 213426 4.

Lord David Cecil was the inaugu-
rator of the Oxford anthology il-
lite. Yet if Donald Davie the present
editor is right the title is a mythom-
ber. He aspires to print those discernibly
Christian verses - including a very
wide variety of religious experience
which are definitely poems as well.
But if they have to satisfy certain
artistic criteria, his own are well-
pleased to facilitate the inclusion of
examples others might flit at - for his
preference for what he calls the "no-
plith style" (which he finds the no-
tion of Christian poetry has an in-
built bias towards in any case).
He makes it pay for him to include
hymns (by Keble for example).

However, interestingly, he also re-
gards hymns as "quasi" folk poetry,
and is unpurist in approach to text -
if "tradition" omits half of Bishop
Ken's stanzas, tradition will have his
head. Davie wrestles Jacob-like with
points such as that these utterances,
specifically designed for congregational
expression, must be in a way "un-
exceptional" and thus not possessed of
the honesty one expects of
poets.

One of the main pleasures of the
book is the sinuous process of argu-
ment Davie is put to in order to
provide us with a *raison d'être*. But
the introduction is deficient in dis-
cussion of the later (post-Newman)
plith style (which he finds the no-
tion of Christian poetry has an in-
built bias towards in any case).
He makes it pay for him to include
hymns (by Keble for example).

anthologies rather than specifically
the concept implicit in the title. For
bert, Vaughan, Watts, Wesley, Col-
per and, perhaps surprisingly, Shaw
are particularly well represented.

Edward Nash

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through the eyes of its painters.
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canvas of its artists, and as it is today
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The two Israels

Benny Morris on a nation divided by its education system

Integrating Jerusalem Schools. By
Zev Klein and Yohanan Eshel.
Academic Press £11.00
0 12 413250 2.

Every society bemoans its education
system - usually with justification. An
exception, perhaps, was the pre-1948
650,000-strong Jewish community in
Palestine, which had an almost com-
prehensive kindergarten (nursery
school) system, a high school (gym-
nasium) system of Central European
quality, a fine university in Jeru-
salem and a sophisticated technolo-
gical institute, the Technion, on
slopes of Haifa's Mount Carmel.

The schools may have lacked well-
groomed playing fields or funds for
the latest scientific equipment, but
the teachers were the cream of
Europe's intelligentsia, refugees from
decades of Eastern European and
German anti-Semitism. And the
pupils, an almost homogeneous lot,
came from highly literate, civilized
homes.

That Golden Age came to an end
in the decade following Israel's
establishment in 1948, when the origi-
nal settlers absorbed almost one
million destitute Jewish immigrants,
mostly from Moslem North Africa
and the Middle East.

The new Jewish state, expanding
its meagre resources on creating an
infrastructure for survival, was able
to provide the Sephardi (Oriental
Jewish) newcomers with basic neces-
sities - food, housing, jobs and
schools.

But the "melting pot" process en-
visioned by the Prime Minister at the
time, David Ben-Gurion, whereby
the ingathered tribes in the Prom-
ised Land would naturally leave
together and "synthesize" to produce
"the new Israeli", failed to mater-
ialize.

The Sephardim, products of Mos-
lem culture, spoke Arabic, not any
European language, and were more
often than not illiterate. Lack of

education and western technological
skills generally limited them to blue-
collar jobs. At least initially, they
were housed in separate villages,
suburbs, towns and neighbourhoods.
And the local schools, generally un-
integrated, ensured that the second
generation remained "separate and
different".

By the end of the 1960s there were
clearly "two Israels", with the origi-
nal Ashkenazi Western Jewish set-
tlers continuing to dominate govern-
ment, the professions, industry, the
arts and universities. The Sephardim,
with a higher birth rate, now consti-
tuted 50-55 per cent of the State's
Jewish population. Yet only 10 per
cent of the country's Jewish univer-
sity students were Sephardi. (That
percentage has now risen to 17).

Many educators and parents real-
ized that a radical change could only
be effected through some form of
compulsory integration of the young
in the schools. As things stood 8th-
graders emerging from disadvantaged
neighbourhoods and usually inade-
quate local schools failed to obtain
places in high schools or, if admit-
ted, failed to do well.

A major reform of the education
system was launched in 1969/70.
Junior high schools (grades 7-9) were
introduced to serve as integration
bridges between local primary
schools (grades 1-6) and high schools
(grades 10-12), which took in pupils
on a competitive basis from all parts
of the city. The junior high schools,
with compulsory integration, aimed
to give prospective high school pupils
from disadvantaged backgrounds
three years in which to catch up with
their Ashkenazi peers and to "ad-
just" socially and academically be-
fore entering 10th grade.

At the same time, a number of
local municipalities decided to
attempt integration in selected
primary schools. *Integrating Jeru-
salem Schools*, by educational
psychologists Zev Klein of the Heb-
rew University and Yohanan Eshel

of Haifa University, is a book for
educators and psychologists in-
terested in the problems of integra-
tion and - even more - in the prob-
lems of evaluating success and failure
in integration efforts. The book deals
specifically with the results of a five-
year experimental integration project
involving a number of Jerusalem
primary schools.

The layman may be put off by the
social-science jargon; but both lay-
man and expert should note the
book's more serious flaw - its almost
total disregard of the junior high
school reform. On the basis of this
text alone, the reader would receive
an extremely lopsided view.

Klein and Eshel conclude that
compulsory integration by itself
achieves nothing - it does not auto-
matically bolster the academic per-
formance of disadvantaged pupils
and does not lead automatically to
social integration and the well-estab-
lished system of integration. Like any
genius, she has always known what
she wanted and gone straight after it,
whether it was a bull calf for a film,
a broken down pony to be saved
from the knacker's yard, or a determi-
nation to lose 20 pounds of over-
weight in a fortnight. I am one of
the many who came to cheer and
stayed to marvel at Mrs Wood-
house's energy, candour and guts.

For it does take guts, or a pecu-
liarly English eccentricity, to take
your pony upstairs to explain to the
manager of a garden centre that you
hadn't meant to damage his fields by
exercising on them, to go to Argenti-
na without a word of Spanish with
your Great Dane, to pester the film
companies until they make a film
starring your dog. Nor to mention
learning German in six weeks to in-
te to a visiting dog trainer. Nor has she
lost the power of indignantly caring -
"but in films no one cares about
what hurt comes to people's feel-
ings" - tempered with realism - "and
that was that", she concludes.

It is a fallacy to think that liking
animals means despising people.
People are not absent from *Talking
to Animals*: it is rather that to Mrs
Woodhouse there is no essential dif-
ference between the farmers and film
stars she deals with and the animals
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Woodhouse's comic anecdotes, the
reader cannot help seeing why. After
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Non-animal lovers will doubtless
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house's writing hardest to take, and
the adulation of *Almost Human*,
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gushing. The woman who sensibly
propounds a scheme for raising milk
yield by rugging cows (frequently
done abroad) is also capable of pro-
claiming a large part of the world well
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ple will sneer when they read this,
no doubt, but if they do that will
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been loved by a dog."

It does take exceptional qualities
to control, as Mrs Woodhouse does
so effortlessly, restive horses, snappy
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calm, patience, lack of self-
importance are not such fashionable
virtues, but Mrs Woodhouse quotes
on her side no less a cynical sophis-
ticate as Byron:

"Tis sweet to hear the watch-dog's
honest bark.
"Bay deep-mouth'd welcome as we
draw near home:
"Tis sweet to know there is an eye
will mark
"Our coming, and look bright
when we come". (Don Juan, Canto
II)

And if Odysseus could be made
fussy by his dog Argos, I think we
need not sneer at Barbara Wood-
house.

Victoria Neumark

Minding the people's business

The Ignorance of Social Intervention.
Edited by Digby C. Anderson.
Croom Helm £10.95. 0 7099 0270 0.
Blind Alley. Youth in a Crisis of
Capital. Edited by Mike Cole and
Bob Skelton.
G.W.A. Hesketh, Ormskirk, Lancs
£3.80. 905777 12 3.

The Politics of Youth Clubs. By Sid-
ney Bunt and Ron Gargrave.
National Youth Bureau, 17-23
Alston Street, Leicester LE1 6GD
£3.45. 861 55 034 X.

The reasonably reasonable, rightists,
unhappy Marxists and pragmatic
professional liberals who have contrib-
uted to these three books share one
(perhaps, only one) perception.
This is that the modern state is ar-
ranging to itself an increasing right to
intervene in the personal lives of all
its citizens and, in particular, of its
young. Where they differ is in whom
to blame and what should be done
about it.

The editor of *The Ignorance of
Social Intervention* asks its readers to
notice that its eight essays have
substantially different attitudes.
Nevertheless, when June Lait writes
(about "social work"): "that, 'it'
would seem unwise to entrust this
task to professional organizations
with 'past histories' of intervening
with 'ignorance', she has provided
an apt metaphor for all their commen-
taries on youth work, community
care, systematic schemes for health
education in schools, the MSC and
YOP, social and life-skills program-
mes and a high proportion of mod-
ern sociological practice. As a group
of ideologists, most professionals and
often, they believe - these are inter-
changeable terms.

They make some thumping,
though debatable, assertions but also
ask some disturbing questions. Is it
not generally true that institutional
education divides children into two
groups? One receives the kind of
attention which should enable them
to go out and build careers for them-
selves and the other (40 per cent or
so) is pre-programmed to match
short-term industrial demand, which
is evaporating. Is it bias which de-
scribes MSC training schemes as
"a deceptive palliative to make the
unacceptable face of unemployment
acceptable"? As for answers, these
are few. Digby Anderson might have
reminded some of his collaborators
that it takes more than the repeti-
tion of the phrase "a modest propos-
al" to turn a Tory academic into the
Jonathan Swift of *de nos jours*.

To them, one must presume, every
word in *Blind Alley* is anathema.
David Marsland interrupts his cri-
tical examination of radicalised youth
work to apologize, "If I over-
emphasise the left and Marxist dis-
tortion I do this only because this is
the most eloquent, coherent and
plausible and therefore the most
dangerous."

Mike Cole and Bob Skelton do
have a field-theory to account for the
deficiencies in our social and educa-
tive services and it does not consist
of a denunciation of the employees.
They see an advanced capitalist soci-
ety, faced with the crisis of trying to
maintain surplus value, responding
by vigorously reinforcing its domi-
nance over the workers. This Cal-
aghan/Thatcher shift is towards a
"law-and-order state" which builds
up its repressive arm while allowing
its caring one to wither away. Gov-
ernmental actions in regard to health
service financing, housing provision,
trades union legislation, equal oppor-
tunities programmes and revisions in
the nationality laws, have to be seen
in this context. As does the in-

creasingly central role of the DES -
national monitoring of achievement,
an emphasis on narrow vocational
training, the erosion of the auton-
omies of the I.E.A.'s and the Schools
Council, and the common-core cur-
riculum (or, according to one senior
policy officer, "Cutting out the can-
didatess"). They are all part of the
same process.

The coherence and plausibility are
there and some of their findings have
been implicitly confirmed, *malgré
lui*, in John Biffen's recent speech at
Renfrew. As for "eloquence" this
must be lacking when the analysis
depends on one's degree of familiar-
ity with Marxpeak.

Sidney Bunt and Ron Gargrave
have between them given over 50
years of their lives to the youth club
movement and are still questioning
the beliefs which sustained their
work. The historical record shows
that such clubs were formed and
financed as overtly political devices
designed to reconcile potentially dis-
affected young working-class lads
with their lot. They have been stat-
fed, in turn, by "superintendents"
(the nanny image), managers (bos-
ses), leaders (there is, of course, an
unhappy German equivalent): for a
short time there was "Skipper"
(shades of Baden-Powell) and Boys'
Own Paper); now there are youth
workers, serving under an amateur,
and usually middle-class, manage-
ment committee. Each regime has
handed on its version of accepted
attitudes to religion, sexuality, mili-
tarism, work, leisure and political
education and, in this most British
of contexts, they continue unsee-
ingly. The authors' strong beliefs
are that adults involved in clubs
should be content to remain un-
obtrusively in the background.

Jack Cross

A four-legged friend

Talking to Animals. By Barbara
Woodhouse.
Penguin £1.50. 14 005752 8
Almost Human. By Barbara Wood-
house.
Allen Lane £4.95. 7139 14300.

As anyone who has even kept a
tortoise knows, animals are nicer
than humans. Barbara Woodhouse,
who dismisses her marriage and
courtship in a sentence, while devot-
ing a chapter to the life of a Great
Dane she kept in Argentina, is only
singular in building her life on this
knowledge.

It certainly seems to have done
her no harm. In a rich and varied
life, breathlessly documented in
Talking to Animals, she has broken
horses in Argentina, kept cows in
Berkshire, broken into films with her
dogs, and captured the hearts if not
the obedience of all the doggy own-
ers glued to their sets for her televi-
sion programme. Like any genius,
she has always known what she
wanted and gone straight after it,
whether it was a bull calf for a film,
a broken down pony to be saved
from the knacker's yard, or a determi-
nation to lose 20 pounds of over-
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Sounds of the hi fi blues

Adrian Hope reports from the 'Festival of Sound' at Harrogate

This year's "International Festival of Sound" at Harrogate was larger than ever - partly due to the considerable amount of video equipment on show. The hi fi trade has suffered badly from the recession, and this suffering has been exacerbated by the boom in domestic video. Common sense dictates that if there is limited cash to spend, it will be spent on a first-time video purchase rather than replacement of an existing audio system. At every so-called "hi fi" show, many exhibitors now offer video as well as audio products. The largest crowds are usually to be found round the demonstration of a video novelty.

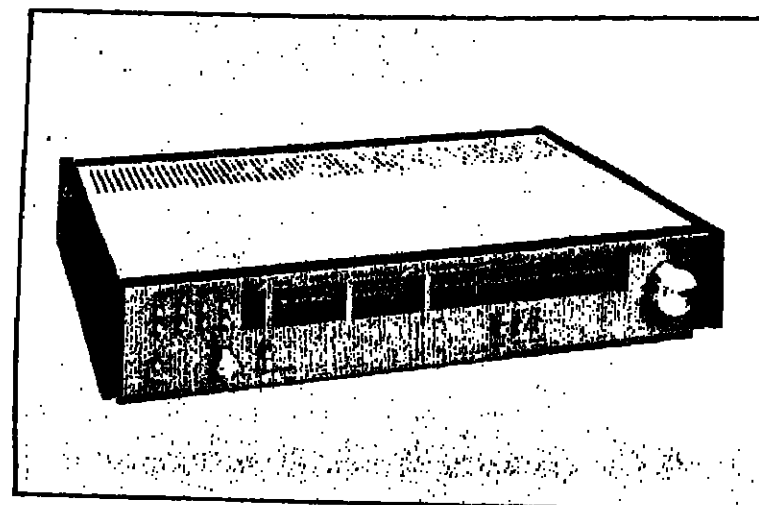
In many respects hi fi is in limbo. Informed observers know that by this time next year the first domestic digital audio systems will be coming on to the market. These represent a hybrid of audio and video and could rekindle interest in audio and stimulate sales, so large sectors of the hi fi trade are marking time until the advent of digital audio, and merely offering cosmetic re-vamps of last year's products. Some manufacturers, notably National, Panasonic, Technics, were absent from this year's Harrogate exhibition, but will probably return with a bang in 1982 to show a range of digital equipment.

Despite the absences, this year's Harrogate Festival spreaded through six hotels and several separate exhibition halls. And despite the plethora of almost identical equipment there was still plenty of interest. Probably the most popular exhibit was a demonstration mounted by the American tape firm, Memorex.

Five years ago Memorex ran a publicity campaign based on jazz singer Ella Fitzgerald's ability to shatter a glass with a note sung both live, and recorded on Memorex tape. The feat relied, of course, on very high-powered amplification and frankly had nothing whatsoever to do with hi fi or the difference between good and bad tape.

This annoyed audio enthusiasts and, at Harrogate 1981 Memorex adopted a much more sensible approach. Glasses were shattered on the hour, every hour, by a technical trick which makes no claims to hi fi significance but pulls a crowd of spectators as surely as a circus high wire act.

Schools could probably replicate the Memorex trick. An ordinary wine glass is placed alongside the mouth of a high power, mid frequency range loudspeaker unit taken from a public address system. An



Left: the Tandberg programmable FM Tuner, right: the Tandberg cassette deck 3034.

electronic oscillator feeds a signal of variable pitch through an amplifier into the PA speaker and the oscillator tuning is varied until it hits the resonant frequency of the glass (usually around 600 Hz). Resonance is easy to detect because the glass can be seen and felt to vibrate in sympathy with the sound from the speaker. Amplifier power is then quickly boosted, and if one side of the glass can be made to vibrate more violently than the other, it shatters with a dramatic explosion.

The British firm Garrard was the jewel of the British hi fi industry. In the early 70s Garrard employed around 5,000 people in the Swindon area, making turntables such as the ubiquitous SP25, which is still used in many schools. But now Garrard is owned by Brazilian company, Gracilens, and employs only 250 people in Britain to make turntables.



The Garrard AMIFM stereo tuner, model 9L.

After a period in commercial limbo, Garrard re-launched with a new range of turntables and these were on display at Harrogate, along with Garrard loudspeakers, amplifiers, turners and cassette decks. Sadly, all but the turntables are made abroad, either in Europe or South America. There are also turntables in the Garrard range - reasonably priced between £30 and £100 but the style is unlikely to excite. Moreover all six turntables look virtually identical.

Tandberg of Norway is another European firm which has suffered financial difficulties. But Tandberg's re-birth gives more cause for confidence than Garrard's. Tandberg equipment has always been beautifully styled and of high technical quality. But the prices have been high. Now Tandberg has been able to re-structure its prices to a more reasonable level.

The TCD 3034 cassette deck, for instance is as delightful to look at as it is to listen to, and offers extensive features, for around £265.

The new Tandberg 3001 radio tuner could be of particular interest to schools plagued by radio interference from taxis, police cars, and fire engines whose transmissions encroach on the VHF FM band. The 3001, which costs just over £300, has been designed to reject unwanted radio signals of this type.

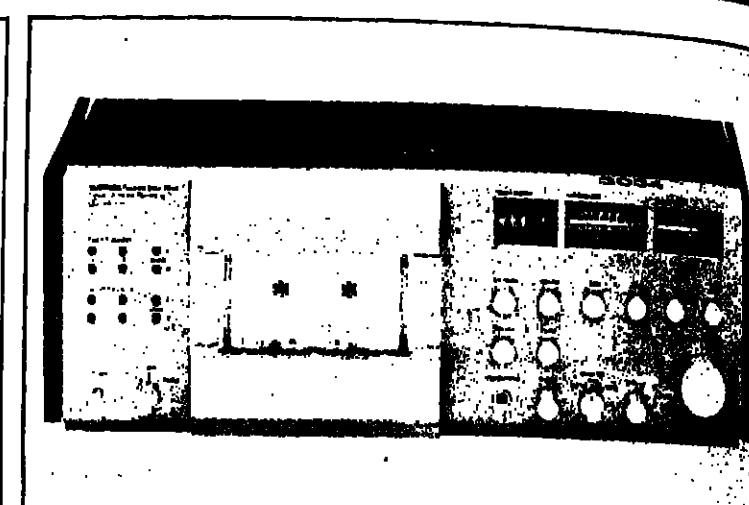
Practical tests in high ground areas of North London, which are particularly prone to breakthrough from taxi cabs, suggests that Tandberg have succeeded where many other tuner manufacturers (even Japanese) have failed.

Two manufacturers were showing useful add-on units which can improve the bass performance, and power handling, of a hi fi system equipped with only small loudspeakers. In general a small loudspeaker is unable to reproduce deep bass; it is also likely to distort if used to produce too loud a sound.

ADC, of Warley West Midlands, is now offering the MS10B Sub speaker cabinet which is used in addition to any stereo pair of small loudspeakers. When connected between an amplifier and the two existing speakers, the ADC unit should reduce the load of reproducing low bass frequencies. Connection is simple, the amplifier and existing loudspeakers simply plug into sockets in the rear of the ADC unit; it then extracts all frequencies up to 75 Hz. Power handling capability is 150 watts and the cost around £180.

If this is too expensive Mullard may have the answer. This British firm, allied to Philips, is entering the loudspeaker market with the sale of "raw" loudspeaker drivers which constructors can incorporate in their own cabinets. Mullard has also designed a bass enhancement unit, similar to the ADC sub-woofer, but of rather more simple construction.

A coffee table-sized box contains a single loudspeaker unit, which has a double coil. When connected between a hi fi amplifier and stereo pair of conventional miniature loud-



speakers, the two coils combine the left and right channel information at low frequencies to boost bass and power handling of the entire system.

Although Mullard is not yet making the bass enhancement unit, the company is looking out for a small manufacturer to make and sell the design. Mullard estimates that it could be sold for under £30. Schools might well consider building their own enhancers, using Mullard double coil drivers.

There is now a mind boggling choice of stereo headphones. Perhaps the most interesting new arrival on this overcrowded market is the Koss Sound Partner. Although Koss is an American firm its products are now made in Ireland. The Sound Partner is a pair of light weight headphones, which collapse into a ring small enough to fit into the palm of a hand. The headphones cost just under £20 and Koss provides a small denim bag for storage, as well as adaptors so that the 'phones will plug into a wide range of output sockets.

On the video front, Philips was showing the VR2020 (V2000 format flip-over video recorder and the Laservision disc player. Pioneer also showed Laservision. Picture quality from both disc players was, as is now predictable, excellent. Unfortunately Philips can still offer no firm launch date for the Laservision optical disc system in Britain. Philips originally promised May 1981 and then cancelled the launch in favour of this Autumn. But it seems inevitable now that the Autumn 1981 launch will be re-scheduled for Spring 1982.

One of the significant names missing from Harrogate was Grundig. This is a pity because the company is just now launching its third generation version of the V2000 recorder. The new Grundig machine, the 2x4 Super, is not only the best V2000 machine on the market but probably one of the best video machines of any format. The Grundig machine was made available for a video seminar at Harrogate and astonished cynics with its excellent still frame, slow motion and fast motion picture.

The Grundig Super also sports a feature not available on any other video recorder. Immediately a cassette is loaded into the machine, electronic circuitry calculates in hours and minutes how much tape is left in the cassette, to the nearest minute. So anyone wanting to record a hour-long programme knows at once whether or not they can do so without changing tapes. The Grundig Super costs a little over £600.

Both Sony and JVC now have budget versions of their best selling top bracket machines. JVC is now offering the HR7200, which is around £500. It is a stripped down version of the all-singing, all-dancing HR7700. Likewise Sony is now offering the C5 which is a similarly priced stripped down version of the C7. The JVC machine is, of course, VHS format and the Sony machine of Beta format.

Both the stripped down versions offer fast search with picture, so that a user can scan rapidly through tape, while watching recognizable pictures on the screen.

Schools might like to note a small but useful gadget for £2.99 from Osawa of Japan. This is a pocket microscope, with fixed magnification of 13.6, which is designed to facilitate the inspection of a gramophone stylus. Although the Osawa microscope is not sufficiently powerful to reveal fine points of damage to a stylus (which in any case requires skilled eye to analyse) it shows dirt and dust deposits very clearly.

Within a few weeks of Harrogate the Berlin Radio Show, and the Tokyo Electronics Show, will open and almost certainly offer the first public demonstration of a fully integrated digital disc player. These players, which use a tiny solid state laser to read one hour of high fidelity digital stereo, from a five inch disc engraved with optical pits, are no larger than a cigar box.

Until now the manufacturers, Technics, Sony and Philips, have needed to connect outboard electronics to complete the complicated circuitry needed for digital reproduction. But all this circuitry has now been reduced by some firms to a package of tiny microchips which fit inside the cigar box player.

It now seems likely that fully integrated digital disc players will be on show next year at Harrogate. This will mark the beginning of a revolution in audio comparable to the revolution in video which we have seen over recent years. Although digital audio discs will not make conventional gramophone records and players obsolete, the advantages (small size, resistance to damage and high audio quality) must make them immediately popular in many schools.

The only real disadvantage of the forthcoming digital audio revolution is that there is not a single British firm involved in appropriate research and development. Even sadder, large sectors of the already ailing British hi fi industry do not appear to appreciate the commercial significance of this development.

extra

TRAVEL-NEW HORIZONS



Bombay where poverty abounds yet none of its ugliness seems to pervade, and where life revolves around the streets where people live and play, sleep and die.

AN EXPERIENCE OF INDIA

To understand Indian philosophy you need to smell, feel and experience India, said the teacher. "Well, let's go!" said his students. One of them, Gareth Pownall recalls the trip. Overleaf Ken Oldfield describes the organization involved.

Strange figures, wrapped in white, crouched like vultures by the side of the road. The streets were full of rags which coughed and moved, and small illuminated temples to unknown Gods. Most lay all around, disturbed only by the rickshaw, and an occasional wandering cow - then, thank God for some link with reality - even Delhi has its loggers.

This was our first impression of India, the beginning of a surprising three week journey through Rajasthan to Bombay, which was to give us beauty, learning and experience. To sit down and examine the images that India has left me with is almost impossible - its religious, social and cultural diversity precludes much more than a cursory understanding. It was a vast and paradoxical synthesis of cultures, colours and confusion which was still in its way rigid and demanding. We were there far too short a time to even begin to understand many attitudes and beliefs characteristic to this huge sub-continent. What we did see, however, was fascinating - though often rather sad and cruel.

Delhi was pure organized chaos, on the roads horses trotted with Rolls Royces, camels with rickshaws, while the cows stood, unperturbed, in the middle of the street. We heard Greenpeace played on a Sitar and walked among the vibrant, yet filthy bazaars full of all kinds of silver, ivory and sandalwood. Life seems to revolve around the street, people live on it, sell, buy, sleep and die on it. Sikhs, sadhus, Punjabis, Muslims - all co-exist peacefully in a slow easy going lifestyle. Six cities have stood where Delhi stands today. In legend it was founded by the Pandavas (as Indraprastha) heroes of the Indian epic, the Mahabharata. Whatever its origins its history and development are evident in its architecture and art which blend with modern life to make a fascinating yet chaotic city.

From Delhi we travelled, by steam, to Agra - city of the Taj. To use a cliché - no picture can do the Taj Mahal any justice whatsoever. It possessed an ephemeral white beauty which stunned us all. The gardens smelt of jasmine and patchouli and behind this huge, symmetrical, monument to love the River Yamuna was strewn with orange and pink burial flowers and the ashes of dead Hindus. Across the Yamuna is the Red Fort where Shah Jahan spent the last seven years of his life imprisoned by his son, gazing out at his huge, delicately latticed creation.

Rajasthan has a certain arid magnificence - it is the home of the Rajput warriors; it is famous for its temples, paintings and above all its palaces. In Jaipur we visited the City Palace, containing a splendid collection of medieval weapons, carpets, manuscripts and paintings. These last - one of the best examples of Rajasthani art include the dancing Krishna (Hindu God of love) with Radha, his favourite consort. Indian art has a character all of its own, it is an essential part of the religion.

From filthy, sordid little shops come beautiful silk paintings and clothes - all of them ridiculously cheap yet genuine and original. Bargain hunting and haggling in the bazaars, such as the Chor Bazaar in Bombay was exhilarating yet confusing in that so much art could spring from so much squalor. Walking through the crowded alleys, steeped in the rich mixture of tradition and modernity was pure India - something so far removed from occidental society that it was unreal. Jaipur was a city of pink stone, built in the "folds of an autumn sunset". A city of palaces and monuments such as the Jantar Mantar Royal Observatory, a collection of huge walls and spheres and blocks of stone, marble and brick along which the monkeys run yet which is used to measure local time, record

the movements of the planets and determine the time of the next eclipse. We rode on elephants, worshipped at Hindu temples, saw snake charmers, fortune tellers and levitators; everything we expected of India was there - and it was genuine not just a tourist attraction.

The purpose of our visit was to study Hinduism, a part of the Religious Education A level course, more closely and in its context setting. What we

found was that their religion was their way of life - the two were inseparable. When we implied our own atheistic beliefs, they were incredulous and I think pitted us in our empires. Hinduism is not mere pagan superstition - but a varied, wise and usually gentle philosophy which dictates every aspect of life.

We were surprised that caste was not so evident, but it still exists and affects Indian society, though

more in the village than in the city. A week of our trip was spent at a small town where our teacher, Ken Oldfield, had worked during the sixties. Here we were subject to intense curiosity, a sizeable proportion of the children having never seen a European before. Indians have little conception of privacy and we had to endure such experiences as eating a meal while being gazed at by some 70 silent and wondering school-children.

continued overleaf

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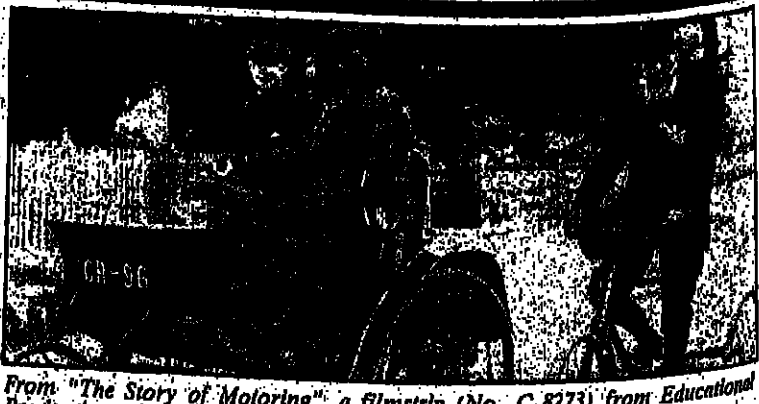
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Resources available to schools in North-east Scotland for local studies projects are listed in a new source book produced by the schools library service of the Grampian Regional Council.

The booklet lists library and museum services and shows where teachers should look for audio-visual resources, collections of maps, aerial photographs, statistical records, census figures, archaeological material and other matter. Sources of information for local studies in the Grampian Region is obtainable from the schools library service of the Council at Little Belmont Street, Aberdeen.



From "The Story of Motoring", a filmstrip (No. C 8273) from Educational Productions.

extra

AN EXPERIENCE
OF INDIA continued

Some of our experiences in Gulapura were decidedly surreal. Singing 'If you're happy and you know it' to a school assembly on a roof with the sun streaming down on you and the students not having the faintest idea what you're doing is one of them.

While in Gulapura we visited holy Pushkar Lake where Brahma's lotus fell to create a mountain oasis in the great Thar desert. Pushkar has the only temple to Brahma, the Creator, in all India and this is the destination of many pilgrims. On reaching the lake we were seized by a priest who thrust a coconut into our hands, tied string round our wrists and put paste on our foreheads while he repeated the sacred words "500 temples, 52 kings, father, brother, mother, sister, all family, good luck, Pushkar Lake, thank you that will be ten rupees."

Gulapura was interesting, but we were always under the auspices of the school we attended which tended to prevent us meeting people except under forced circumstances. We left just as we were getting to know some of the villagers and would have liked more time in which to cement the friendships.

We had by now lost all concept of time. Udaipur, Aurangabad and Bombay all seemed ages apart yet the time slipped through our fingers too quickly and we were lost in the wonder of what was going on. Udaipur was a rich city of lakes and silver, of bazaars and tem-

ples. We spent a thoroughly decadent afternoon at the Lake Palace Hotel, a most luxurious and elegant establishment and then returned to sleep on the floor of an empty classroom.

The main purpose of visiting Aurangabad was to see the caves of Ellora and the frescoes of Ajanta. Ellora's main cave was the Kailasa, a representation on earth of Shiva the Destroyer's heaven. The caves were intricate and stimulating but on climbing up a small river valley and sitting in silence watching all India from this still vantage point one began to understand the devotion of those who had worked so hard for the Gods who had given them all this fertile beauty. The innocence and simplicity of their religion faded in comparison with nature's creations - just to look at it all gave a sense of peace and understanding, a quietness rarely felt in England.

We finished off our trip by spending three days in Bombay, a pulsating filthy city, which although westernized retained a character of its own which was particularly Indian. We spent our time shopping, buying slurs, hookahs, statues and clothes - conscious all the time of feeling rather deflated in that we would soon have to return.

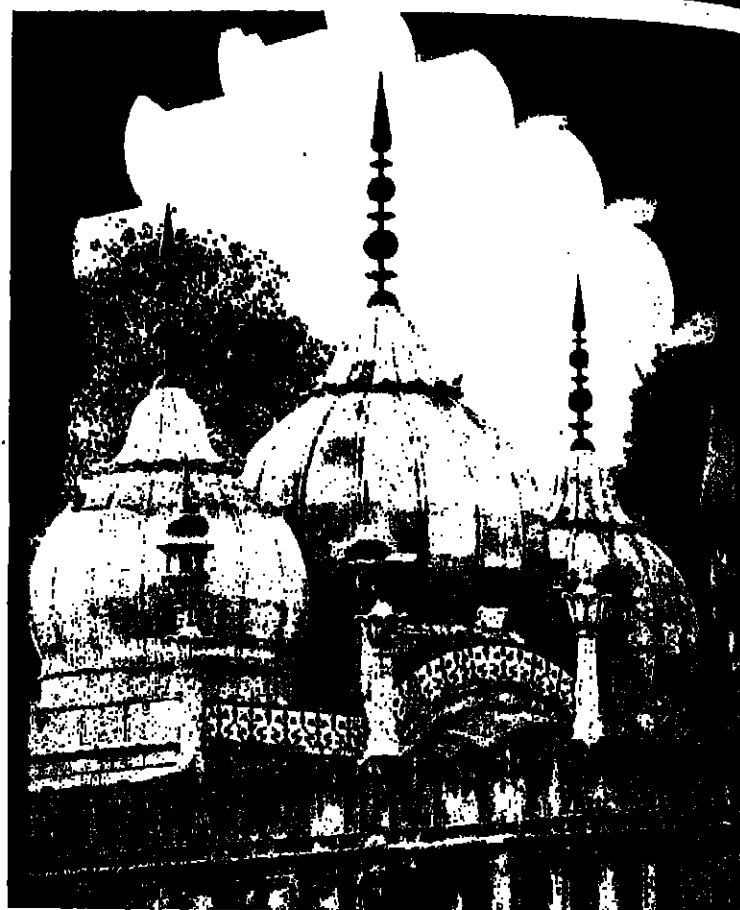
What then were our most powerful impressions of India? An intense confusion must be the first - what can be said about a society based on organized inequality, where the men wear make-up and the cow is sacred? This confusion was an essential part of the rhythm of life; a life based on the concept of

"Indian time" where things are late, early or never. The day is slow and uncompetitive, there are no rush hours, no pressing engagements and indeed nothing seems to have any ultimate purpose except that of survival.

Poverty abounds yet none of its ugliness seems to pervade. Again our experiences of it were varied, we saw sadly mutilated men, obviously disabled and dying and then in Delhi we saw a beggar who finished his begging, got up, brushed himself down and hailed a taxi. We saw very little malnutrition and it must be seen as an encouraging sign that India is managing to produce food for her ever-increasing population.

A land of great diversity India was an incredible experience which we all fell in love with. It is the people that make the country - they are warm, tolerant, mercenary, and completely harmless. The paradox mixes with the peace under the aegis of religion, a conflux of many divergent rites, beliefs and superstitions combining to make a society which embraces everything as its own. A friend we met in Gulapura told me that he had a great respect for Christ - he was a very good Hindu.

We could perhaps learn from them as they learnt from us. Our time in India was invaluable, it left us with a wealth of memories, souvenirs and above all friends. For us, life in a third world country was not squalid, brutal and meaningless, it was slow, gentle and fascinating. I looked at England and hated it.



Another face of India. The Red Fort at Delhi from whose windows the deposed Shah Jehan could gaze at The Taj Mahal.

GETTING IT TOGETHER

By Ken Oldfield

More than two years ago, my A level Hinduism set threw down their pens in frustration over a particularly abstruse piece of Indian Philosophy. In sympathizing with their difficulty, I commented how you need to smell, feel and experience India before Hindu Philosophy begins to make sense. Their surprising response was "Well, let's go!"

I thought it would be too expensive and difficult to arrange but agreed to cost it. In so doing, I met such interesting and stimulating people that the £400 expedition became inevitable. Other teachers may be interested to gain from our experience.

This was the biggest item of the costs. We wanted to fly London - Delhi - Bombay - London. I contacted North-South Travel, Room 1A, 6, Brondesbury Road, London, NW6 6AS. Terence Khushf, the director, tries to help people from the North to visit the South and arranges the cheapest best deal possible. Any profits he makes are ploughed back into Third World Development Projects. He has worked for the India Tourist Board and put us in contact with their Bond Street office director who supplied us with films, maps and brochures.

Our travel arrangements in India were made by Ambassador Travels

Ltd., 60, Regal Buildings, Parliament Street, New Delhi 110001. Not only did they have all our tickets ready for us when we arrived in Delhi, but had agents at most points on our journey who proved most reliable and helpful. Other helpful contacts, about whom we discovered too late to be beneficial: Commonwealth Youth Exchange Council, 4 Park Place, St James Street, London, SW1A 1LR.

School Preparations
We opened the expedition to fifty-years and above and vetted them harshly, warning everyone that this was no "cruise-type" holiday. Eventually we ended up with a group of nine students and two teachers which proved just right. More would have been too many. We met once a week for a whole term before the trip getting to know each other, learning some basic Hindi, meeting a doctor who had worked in India, cooking and eating Indian food and learning about Indian customs.

Since the highlight of the visit was to spend a week in the Jain village I worked in over a decade ago, it was particularly important to develop sensitivity to the Jain concern for life - no, you can't take your leather jacket! This preparation proved well worthwhile and probably accounts for the group's noticeable lack of culture shock.

Health

Only cholera's protection was necessary but some students on their own doctor's advice had a gamma globulin jab against hepatitis. We all took the same anti-malarial protection, a weekly tablet which needs starting two weeks before departure and continuing for a few weeks after returning home. We had no health problems in India but two students had bad stomachs when we returned.

In India

Garth's article follows the itinerary. We travelled by second-class rail, local bus, hired taxis, mixing sightseeing with living with an Indian family and staying in Indian secondary schools. Living in India is extraordinarily cheap. Most days we bought a large selection of fruit for a picnic lunch and had a full Indian meal in the evenings. This was adequate and remarkably inexpensive.

Follow-up

This has been much more than I expected. Apart from articles for THE TES, there have been numerous assemblies in school, talks to rotary clubs and round tables (our local clubs supported the trip financially), church services and visits to local primary schools and old people's groups. The follow-up will go on all the students' lives because India changes people so fundamentally. Indian Philosophy in our sixth form is still difficult, but not as frustrating because now, having experienced India for themselves, they fully understand and accept that a paradox is not a contradiction - isn't it?

Ken Oldfield is head of Religious Studies at The Lakes School, Cumbria.

LINKS WITH HOME

By Gillian Thomas

To streamline the paperwork needed before a school trip, Tony Johns, a teacher in a South London comprehensive, has developed "Contact", a system of self-duplicating coloured forms.

With 10 years' experience of organizing school journeys at home and abroad (including taking 3,000 children on ski courses to seven countries), he is clearly aware of the pitfalls involved and what needs to be listed on paper beforehand.

For example, when an emergency occurs, contact may have to be made quickly with parents or the family doctor. Hence basic information needs to be readily at hand.

He has produced a pad of 50 pink and blue sheets to be filled in by parents. They cover details like the name and address of the child concerned, of the parents (or a friend) during the period of the journey, and also essential medical information, such as any diseases he has had, any current medical treatment and special dietary requirements.

Mr Johns suggests that one copy should accompany the party leader, while the other remains with a central "contact" at home.

There is also a sheet to be completed by this contact for duplicating and distributing to relevant bodies, like the i.e.a., travel agent, parents, etc. It covers details of the trip, as well as of the contact himself for use in an emergency.

Another sheet lists 12 useful publications and contains a parental consent form, also for duplication.

Mr Johns' personal experience as a group leader is clear from a further sheet which offers practical advice. He draws attention to the importance of checking every child's

nationality and when a "fitness to travel" certificate might be necessary.

He also lists the points about which parents will want to know including aims, dates, price, hazardous activities, etc.

Some of the information may seem rather obvious but anyone leading a group for the first time - whether a course or activity holiday, in this country or abroad - will certainly find the forms a useful way of ensuring that essential information is gathered beforehand. In addition, the task of deciding what needs to be covered is much simplified.

Then having once successfully used the blue and pink forms (which incidentally need to be filled in with a firm hand in order to obtain a legible copy), he could well decide to do so each time. At £5 for a pad of 50 units, it is a barely noticeable additional expense when spread over a group.

Experienced organizers are of course likely to have evolved their own forms already, simply duplicating them each time and adding or deleting any particular details. Inadequate requirements obviously vary from school to school and trip to trip.

In addition, i.e.a.s often produce forms which require schools to complete when journeys are undertaken. When this happens, the "Contact" system as well could lead to unnecessary duplication.

"Contact" £5 a pad (plus 40p p.a.), £25 per box of six (plus £1.43 p.a.). Simulus Education Productions, 139 Hatfield Road, Wimbeldon, London SW19.

CAPITAL MAP

Newly published by Ordnance Survey is a 1:10,000 (6 inches to 1 mile) map of Central London. It seems certain to catch the eye of organizers of school visits to the capital.

Clearly printed in attractive colours, it has been designed to meet the needs of residents, businessmen and visitors - hence the key to the symbols is in French and German, as well as English.

It shows all the streets in the area (which stretches from south of Euston to Battersea, north of Hyde Park to the Tower of London) but only prints the names of about a quarter.

All the famous landmarks are of

course included, marked in pink - but strangely the same colour has been used for the stations. In the case of the Underground ones, this does not matter as they are small, but the large areas covered by the main-line termini tend to dominate the map, leaving places like the Monument, Horse Guards, Covent Garden and Speakers' Corner relatively hard to find.

"Main roads and bus routes" are clearly marked in yellow but no direction is given as to those which are actually bus routes and those which are not.

There is also a network of black dotted lines interspersed with the

circles. They are marked variously as "Boro Const Bdy", "L.S. and Boro Const Bdy" and "Euro Const and Boro Const Bdy".

No doubt the information is of great importance to some people, but it hardly warrants being marked so obtrusively. Furthermore, the lines are not included in the key. I am still wondering what is indicated by the sections where the tiny circles are omitted.

Among the map's virtues are that, folded, it should fit neatly into a pocket or handbag, its street layout and Underground map on the outside. It costs 95p.

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FOOTPATH FOR A KING

Christopher Portway walks through Bavaria following the signposts marked by King Ludwig's crown

The popularity in Germany of King Ludwig II never ceases to amaze me. As almost the last of the Wittelsbach kings, his reign, which followed the brilliant period of reform and cultural enlightenment throughout Bavaria of his predecessors, was hardly one of achievement. The military defeat of 1866 greatly reduced Bavarian sovereignty and nearly bankrupted the state; hardly ingredients of popularity.

His most lasting legacy is the trio of royal residences — Linderhof, Neuschwanstein and Herrenchiemsee — which today are among the most frequently visited attractions in the whole Federal Republic. For all his aberrations — he was an unexciting man of indifferent health and a sensitive, diffident and misanthropic monarch — Ludwig II was an undeniably notable ruler: "The last true king of his century" is Paul Verlaine's poetic tribute.

His death by drowning in the reeds of the Starnbergersee has never been explained satisfactorily, but the spot has become a place of pilgrimage; the destination for a weekend picnic overlooking the lonely coast standing in the water at Schloss Berg. Now, nearly a hundred years later, Schloss Berg has become the starting point of a 70-mile, long-distance footpath, newly blazed across the most defensible of Bavaria's rural countryside. It follows, we are assured, the footsteps of King Ludwig for whom the region was a favourite happy hunting ground. Starnberg, conveniently across the lake from Schloss Berg, is an easy 20-minute S-Bahn train ride out of Munich.

Recently, I walked the König Ludwig Weg — King Ludwig's Way — choosing the slightly longer version by way of Steingaden. It is a tramp of sheer delight over soft hills, through cool woods and beside peaceful lakes that took me inside of a week every day, no more than 20 or 30 kilometres a day. I walked alone, but was accompanied by the tinkle of cowbells, the soft hum of distant tractors, and the exuberant song of the birds in a landscape of near perfection.

Every village through which the Way passes is climaxed by its church,

though, even without them, the houses of carved timbers and overhanging roofs all laden with flowers make a picture-postcard sight. The first day's walk shares the route of regional footpath No. 3 leading to the hamlets of Malsing and Ascherling which, though little-known, are almost too pretty to be true. I made the mistake of arriving at Andechs on a public holiday. The sensational pilgrim church hovers over the big village, its supporting buildings — including a brewery —



The pathway runs through canopies of trees

acting as a buttress for the great nave and the twin towers. To obtain my stein

of dark Andechs ale I had to stand in a queue, as I did to gain the rich fatty hunk of pig's trotter that is a speciality of the region.

Inside the church is much Gothic and Baroque magnificence while the neighbouring Benedictine priory is full of interest. A pleasant walk down the valley the other side brought me to Herrsching, a resort on the Ammersee. If you are a glutton for punishment you can walk round the lake to Diessen on the opposite shore which looks closer than it actually is. To do so, as I discovered, adds 15 traffic-snarled kilometres to the route when a good ferry service is available.

Diessen, too, has a church and monastery that dwarfs its community. It was once the collegiate church of Augustine, but I was unable to find out more because it was closed for repair. It is more impressive than beautiful, though the interior is said to be one of the stateliest of Fischer's Baroque creations in southern Germany. I spent the night at the lakeside Strand Hotel of adequate comfort but lacking in character.

The path out of Diessen is muddled at present by a rash of house-building in the town's suburbs, but eventually I was directed back onto the route by an ancient Bavarian in a cloak who might have been Ludwig himself. Only here and at occasional junctions were direction-signs lacking; the new footpath being marked clearly by a blue letter K topped by a crown. And because the route is of recent origin, some markers have fallen victim to souvenir-hunters.

Wessobrunn church is well-known too for its fine stucco ornamentation. Another Benedictine monastery forms part of the castle-like complex and the interior of the church is overpoweringly Baroque. I lunched at Wessobrunn's largest tavern on beer and sausage sitting beneath the intricately-carved maypole that forms part of the furniture of every self-respecting Bavarian village. The Way carried on along forest tracks and I was joined by an old woodcutter for a while who puffed at his pipe contentedly, not in the least put out by my attempts at German conversation which preceded a hot at all awkward silence.

The Gasthaus Forelle — The Trout Hotel I suppose we'd call it — half-way up the enormous hill upon which the village of Hohenpeissenberg stands most effectively, was my second night's lodging. It was a friendly inn supplying a hefty meal and bedroom facilities that would be the envy of any multi-star hotel in Britain. Strangers were a rarity and I was pressed into conversation with the locals who ensured that my glass was never empty.

Atop the hill is not only the village but a tangle of antennae belonging to an American Early Warning Installation, a weather station and Bavarian Television. But what draws the eye



besides the attractive village — is the tremendous view of the lower Alps and the day's portion of King Ludwig's Way ahead. And there is no doubt this section is the climax of the walk.

Much of the day's route runs along the steep sides of the Ammer Gorge with the path entrenched in log bridges and platforms constructed with loving care over fast-running streams and miniature chasms. Occasionally the path descends to river-level, then swoops up again to emerge from the canopy of trees into brilliant sunshine at the approaches to Rottenbuch, yet another monastery village with the usual glorious Baroque interior to an expanded church.

Wildsteig was my fourth night's resting place where the Gasthaus Strauss was my home-from-home in this delightful village. One of the elders of the community, hearing of an Englishman in the locality, invited me to his home there to ply me with coffee and the title-tattle of a village anywhere.

Next morning was wet and misty but showed signs of improvement. By the time I had reached Wies the drizzle had stopped. But rain or snow would never halt the crowds who come to see the famous Wieskirche. But the church's solid exterior is not particularly pleasing and I found its flamboyant Baroque interior to be exaggerated. It stands alone in flowering meadows against a skyline of alpine foothills and, having carried out my duty and looked upon its celebrated battalions of golden angels, I continued on my way.

An extensive marsh is crossed by the Way with the aid of a plank "highway" lifted off the soggy ground by stilts. It then cuts through a damp and dripping wood into open country offering the first promise of mountains. At the end of the day, not only was the sun back in

the sky but a range of peaks were in hazy view. A dot in the horizon was Neuschwanstein Castle that draws you like a magnet.

But first I spent a night at Byniederhofen where the elegant Hotel Berghof was comfortable but less welcoming than my preceding sojourn. The flower-bedecked village seemed to be en-fête though no special event was scheduled. I asked the hotel porter what was told that every day was looked upon as King Ludwig's Day in Byniederhofen. And, you know, it wasn't joking.

Alas, to me, Neuschwanstein was disappointment when I finally reached it. From a distance it is a romantic, perched upon its pinnacle of a mountain, its towers and turrets and skywards and the surrounding woods hide the endless crowds that besiege ice-cream palaces and souvenir emporiums. The Way sheers away at the base of the cliff to make for Füssen, standing on the narrow Forggensee, ashamed it seems of what its master's home has become. From Neuschwanstein onwards for the last four miles the Way simply follows the road; all the creative zeal of its inspired route forging bledged out of it.

However the end of King Ludwig's Way is Füssen, a town of great charm that makes a fitting terminal for a footpath of such splendour.

King Ludwig's Way of course can be walked independently but the most practical method of doing it is in the form of an all-inclusive package put together by the DER Travel Service, 15 Orchard Street, London W1 where ensues reserved bed and breakfast at the end of each day's walk plus flights, transportation and ferry charges, route maps and a certificate of accomplishment.



A good ferry service is available to take walkers across to Diessen on the Ammersee. (Photo: Christopher Portway)

"THE HAPPIEST PLACE ON EARTH"

Liz Heron in Disneyland. "... what makes it fun is essentially what makes it so appalling

To describe the USA as the land of tinny and plastic is a deafening truism. Besides, there is a lot to be said for plastic; it is not always synonymous with the gross and the ugly, and has effected an alchemy of style and ease where they were never possible before. But to truly appreciate its American apotheosis — ersatz for ersatz sake — you need to board a bus in downtown Los Angeles and head for Disneyland.

Anaheim, Orange County, is a small town to the south east of the vast city sprawl. Disneyland is its industry. Hundreds of restaurants, hotels and motels cling round the edges of the huge amusement park. They are the last outside air you breathe before you are swallowed up by what the ever-illuminated digital signs announce as "The Happiest Place on Earth".

After the long, dull bus ride I felt lost able to face such felicity fortified by lunch. At the Disneyland Hotel, it was served in the slatted sun and shadow of an orange and yellow plastic harbour. The tinned fruit on my plate I thought a special touch in this orchard state where the fresh variety was so cheap and abundant it became an ubiquitous mealtime accompaniment. The tiny, graceful finches that flew in from the bright sunlight to perch on my table were suspiciously reminiscent of the Disney celluloid species. That morning I had read in *The Los Angeles Times* of a newly-arrived Soviet immigrant who had cast a sceptical eye over the palm trees that straddled the southern California landscape in such profusion. Here I too had serious doubts. Every one at the next table sported Mickey Mouse T-shirts. It was not hard to enter into the spirit of things.

Disneyland is enormous fun. But what makes it fun is essentially what makes it so appalling. For around \$10 "The Magic Kingdom" (as it is also known) is yours for a day. This means the unlimited use of the 57 attractions housed in the 76-acre park. Nestling among them are a multitude of gimmicky restaurants, soda fountains and gift shops where you can buy anything from classic Mickey Mouse toys and knick-knacks to peasant dresses imported from Guatemala, space-age games or carved deliques from the Pacific Islands. Summer evenings offer live music and review shows, often with "star names" and end with a fireworks display.

One obvious element in Disneyland's pleasure is its sheer excess. It is not simply the excess of numbers and scale, of the funfair that replicates itself over and over (How many ways can you make a roller coaster different? There they abound in a multiplicity of guises). It is the excess of artifice, to a degree where it reigns supreme, and it becomes infinitely preferable to the real thing. Disneyland is a reassuring fiction. It compensates for nature — its messiness, untidiness and threatening dangers. The world of the unknown or the un-American is brought under clockwork control and rendered harmless.

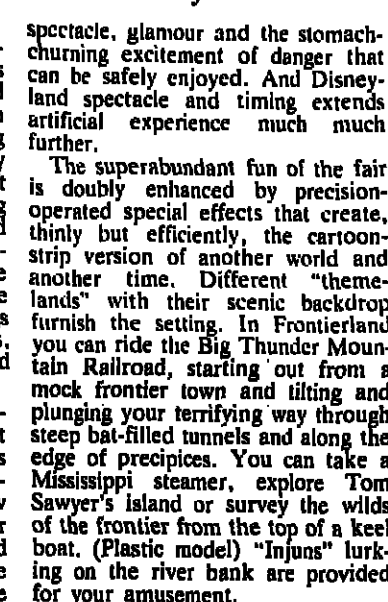
To invoke childhood as the why and the wherefore of all this is to miss the point. Children go in their thousands, but if the midsummer's day I spent there is anything to go by, they are greatly outnumbered by adults. The family outing is one adult pretext, but many tourists and day-trippers are without it. For at the heart of Disneyland's success is the appeal of the traditional funfair. Roller coasters, helter skelters, speedways, merry-go-rounds, haunted houses are here a-plenty, providing

spectacle, glamour and the stomach-churning excitement of danger that can be safely enjoyed. And Disneyland spectacle and timing extends artificial experience much further.

The superabundant fun of the fair is doubly enhanced by precision-operated special effects that create, thinly but efficiently, the cartoon-strip version of another world and another time. Different "themes" with their scenic backdrop furnish the setting. In Frontierland you can ride the Big Thunder Mountain Railroad, starting out from a mock frontier town and tilting and plunging your terrifying way through steep bat-filled tunnels and along the edge of precipices. You can take a Mississippi steamer, explore Tom Sawyer's island or survey the wilds of the frontier from the top of a keel boat. (Plastic model) "Injuns" lurking on the river bank are provided for your amusement.

In Tomorrowland you can shoot through outer space or travel through inner space to discover the wonders of the human body. In Adventureland you embark on a jungle cruise where the route is lined with life-size animated tigers, elephants, hippopotami and other animals from an undifferentiated jungle land also peopled with ridiculously fierce head hunters and comic frightened African "natives" being chased up a tree with a pair of snapping jaws in pursuit. It's unremitting *Boy's Own*-style racism. The guide's commentary revels in it, and in repeated offers to toss mothers-in-law overboard to the crocodiles. The chat is clearly scripted and delivered with such pat precision-timing that it might well be as remote-controlled as the boat you are in.

Disneyland is no place for spontaneity. Its efficiency and super-cleanliness are almost frightening. Long queues stretch outside major attractions. They move rapidly and evenly. Nothing ever seems to break down. Alcohol is banned and any signs of disruptive behaviour would be instantly dealt with by plain-clothes surveillance personnel. Clockwork models and theme-uniformed staff are barely distinguishable in their robot-like anonymity. No one stops smiling. There is no British holiday camp heartiness. Instructions are issued with an assurance that anticipate unquestioning co-operation. Boat passengers are commanded to wave in unison to those on shore. Obeyed. A clockwork parrot urges the audience to applaud after each recorded musical number in the repertoire of a feathered clockwork chorus aided by anti-



mated plastic flowers. The audience obliges, with apparently genuine enthusiasm. "The Happiest Place on Earth" was opened in July 1955 with a capital investment of \$17 million. By the time the 200 millionth guest passed through its portals in January this year that figure had multiplied many times. And it just grows and grows, its attractions every year more numerous.

It is also a never never land of official American myths, an ethos untouched by any whiff of liberalism from the outside — a model of clean, carboic, redneck family fun. It demands no efforts from its visitors, only acquiescence. It offers the delights of extreme passivity; an inviting straightjacket of enjoyment. I can't recommend it. I can only say: have fun when you go.

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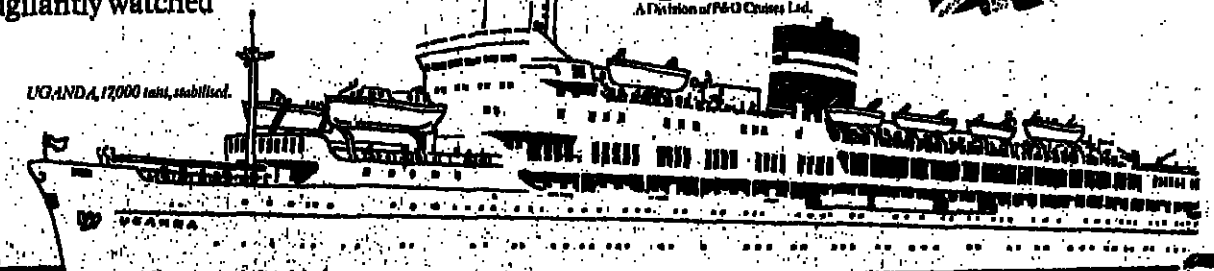
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arthritis and look like a beach convention. As a result, to the semi-nudity all around have stripped down to colossal brassieres over woolly vests for contrast to the usual safety of umbrellas, theirs are black, dry style. The sandbathing ladies found the ultimate answer to a dilemma without guilting themselves for medicinal reasons.

While tourists have tended to cluster around a few resorts, particularly those on the more rugged western Tyrrhenian coast such as Soriano (whose approach road is speckled with faded billboards) and Poggio Mare, those in the east, on the Adriatic sea, still maintain far stronger associations with the village pattern. Catanzaro Lido, Copanello and the larger town of Sovico are overwhelmingly Italian, their July-August populations fed by a stream of trippers from the north.

continued on

A high-contrast, black and white photograph of a wall. The word "MORTE" is written in large, bold, capital letters across the center of the frame. The wall has a rough, textured appearance, possibly made of stone or concrete. The lighting is dramatic, with deep shadows and bright highlights, creating a somber and intense atmosphere. The word "MORTE" is the central focus, and its meaning, "Death", is reinforced by the overall mood of the image.

tures, there is a completely revised and enhanced edition of *Britain in Colour* (Batsford, £5.95). Many of the views are familiar (Stonehenge, Edinburgh Castle, Glencoe, King's College, Arundel and all the scores of others) but this in no way mars the pleasure of seeing them. A useful text is informative, but at least one correction is required. Ruskin's earliest recollection was of being taken to Friar's Crag, not Friar's Bray as this book would have.

The plates, if smaller, in *The Shell Guide to The History of London* (Michael Joseph, £12.50) by W. R. Dazell are equally magnificent. Thirty-two pages are in full colour, there are literally hundreds of black and white illustrations, and in all there are some 500 pages of a lively, erudite, readable record that ranges from Roman times to the present.

Interiors and exteriors of buildings, the lives and customs of the people who created, worked and dwelt in them, the impact of the famous and of the unknown, and the gradual transition of the organism that evolves as a city are all beautifully portrayed here.

This is an authoritative story, up-to-date with its incorporation of recent research, catholic in its cover-

The less fashionable northeast is not neglected. A college and museum at West Ham are commended, Epping Forest is deemed a "crowning asset", and hope is held out for the restoration of the docklands. Major attractions, nevertheless, are (Hamstead and Highgate apart) largely to the south and west, and Mr Jenkins mixes nothing of importance or appeal. Buildings, their architects and residents, roundways and gardens, and always of course the rivers, are delineated with a few best bits. Visitors and those who live in the areas will gain much from this guide. The sketchmaps are admirable, too.

More concise reference to the metropolitan area is in *London* (Michelin, £3.00) the familiar green handbook which itemizes sights and customs, with first-class maps and plans. Museums are exceptionally well treated. An accompanying red booklet, *Greater London, Hotels and Restaurants* (Michelin, £1.25) is an abstract from the all-embracing *1981 Great Britain and Ireland* (Michelin, £4.75) which classifies some 3,350 hotels and 1,150 restaurants, and has 100 town plans, all to smooth the tourist's path.

Initial titles are on South East England, Southern England, East Angles and Essex, and Scotland. Each provides an introduction to the history and development of the land, a alphabetical resumé of important areas out of the way places, and a dozen suggested motor tours.

But for those without a car, there is a mentor to explain how to explore highways and byways, *England by Bus* (Hamlyn, £1.25) is by Elizabeth Gundry who has travelled the country using local services. She relates her experiences, advises on the best ways to take advantage of the services, and shows that an economical and efficient way to see the territory is readily available. Worth having if only - though not only - for its novelty, it is a work which really will slip into the pocket.

Very much larger, both in conception and execution, are *The Sheep Book of Country Parks* (David Charles, £6.95) by Mary Waugh and the *AA Book of English Villages* (Drive Publications, £10.95). The former shows a remarkable variety of facilities now available for recreation and enjoyment. Explanations of the backgrounds of the parks and the major features of their buildings, history and habitat are accompanied

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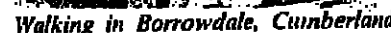
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Across the map we have *The West-country Book* (Webb & Bower, £7.95), edited by J. C. Trewin. This

Helpful in the extreme is *Archaeological Sites of the Lake District* (Moordland, £7.50) by T. Clare, which again explains the evolution of a landscape, its characteristics and traditions, and the way in which lost information can be detected and recorded. There is valuable detail here and the illustrations are notably clear and helpful. Complementary to this is *A Visitor's Guide to the Lake District* (Moordland, £5.95) by Brian Spencer; first of a series designed to cover the whole country. Using this as a prototype, it is safe to say that this should rival any existing series and outdistance many. Routes, places to visit, walks of all grades, scenery, recreational activities, geology and other representative features are covered. The content is so well laid out and so reliable, this is one of the most helpful single volumes available about this most popular of resorts.

Familiar and friendly and a jumping off place for Kasbah. Angela Humphery visits Gibraltar

Spain now wants sovereignty over the rock and in 1964 closed its gates, virtually turning it into an island, and they are still closed today. Only inches away from Spain's gates are those of Gibraltar which have always been open. In 1967 there was a Referendum and 98 per cent of the population voted in favour of staying with Great Britain. In 1969 the Spanish Government withdrew their

The Phoenicians used this cave, the Romans used it as a temple and during World War II the Army got ready, but never used, the main hall as an emergency hospital with wards and operating theatres. They also stored ammunition in it which needed to be ventilated and so a tunnel was dug, as a result of which the floor collapsed and another series of caves found.

Main Street is half a mile long and lined with shops selling English cashmere, Moroccan craft and Japanese cameras and, since this is duty free port, at bargain prices: the Christmas decorations strung across Main Street in November looked incongruous in the glare of the Mediterranean sun; at the mist of the pedestrian—Moroccans in kaftans and yashmaks, Spanish-speaking blondes in skin-tight jeans, redheaded brigadiers in tweeds walking, redcoated sentries in scarlet uniforms, and panpipes, and bobbies in familiar blue.

I stopped to talk to one. Tony

long into the rock. Originally there was an idea of mounting guns in this gallery but as work progressed the fumes from blasting almost suffocated the miners and so it was decided to open a vent to let air into the tunnel. Almost at once it was realised what an excellent embrasure this would make for a gun and so one was mounted without waiting to reach the "Notch". Other embrasures were cut and guns mounted. And it was during World War II that



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Don't try to tackle the entire province in a couple of weeks writes Steven Porter

Brittany is usually dissected by guide book writers in a *hame* or *Pays Gallo* eastern half and a *basse*, and much more traditionally Breton western end, the *Bretagne Breton* *hame* as it is known. It isn't by coincidence that Brittany sounds like Britain. It was originally called *Little Bretagne* when the Welsh and Cornish came to its shores in the fifth and sixth centuries, escaping from domestic persecutions, and these affinities can still be heard in language and read in place names.

A French admiral once stated that his country would be without a navy if there were no Brittany. For the hungry cyclist it is the province's fishermen, the most important contributors to Brittany's culinary reputation, that are of greater interest. Lobster, langoustine, crabs, oysters, mussels, or combinations thereof lurking in a bowl of cotriade fishy

The woods of the "country of the Bretons" is rather a misnomer by present day landscapes since the vast forested areas, once the hunting preserve of kings and the home of wild boar and wolves, have largely been cleared for the sake of farming. But there are still some lovely pockets. You can directly south from the port of Roscoff, passing through the old tobacco town of Vieux-Under, see its gargantuan viaduct and walk across the Armorica Regional Natural Reserve in the Ardes Mountains (less hilly than the name suggests). You'll arrive in Huelgoat, set on a lake and surrounded by enchanted forests. The Breton history books maintain that King Arthur set up camp along the leafy glades and that Merlin and Joseph of Arimathea lived there for a spell. Today you can find a devil's grotto and a trembling rock, a 100 ton monster trembled to a wail of a girl student for the benefit of visitors, one franc a wobble!

Touring the Breton hinterlands is really just a question of picking your way from village to village along the minor roads (coloured white, or yellow).

low where you have to, on the Michelin map number 13, or *Carte Touristique 1051*. Many of the Tre Kers and Plou prefixed villages, followed by a saint's name, have splendid churches with carved and coloured interiors and slender, ornate and usually square belfries. Breton villages are also famed for their *cavalleres*, the equestrian epicising scenes from the life of Christ carved with precision by local artisans. If you're lucky, your visit may coincide with a *paradeon*, a religious procession cum village fete, one of the rare occasions that villagers wear traditional costumes, including the lacy *coiffe* headgear. Village hopping offers limitless potential in these "Kant bro, kant giz, kant parrez, kant iliz" poem which, translated from Breton, means "a hundred countries, a hundred guises, a hundred parishes and a hundred churches".

Brittany Ferries operate year-round services between Plymouth and Roscoff, Plymouth and St. Malo. In summer the ferry to Plymouth costs £2, St. Malo service, Farewell Bay, £2.50. Round trip, depending on the season, with an additional charge for reclining seats, berths or cabins, and £2 to £3 for your bicycle. Bicycles can be hired in Brittany - details from the French Tourist Office, 178 Piccadilly, W.1., or from the *Syndicat d'Initiative*, founded in all sizeable towns. The best guides to Brittany are the Michelin Green Cyclists Touring Club, 69 Meadow Godingham, Surrey, (telephone 0456 7217) and the Tourist Club, 79 Meadow Godingham, Surrey, (telephone 0456 7217) has lots of useful information available to members, including a pedal by pedal four round trip as a member in the bicycle and advice on how to plan your bicycle trip (a means of less frogging over less interesting parts of the country).

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However for teaching about insect life cycles—as such, there is material currently available. *cutting down preparation time: no filmstrips and practical work are appealing and the high practical con-* *Even so, electrical circuits. Reviews of materials trials will appear in the TES later this year.*

endpage

Just a temporary rebellion?

Educators in West Germany have tried to raise a new generation to have less respect for authority. But have they succeeded? Maya Pines looks at the results of recent research

Gertrude Stein once said that the most important thing to teach Germans was disobedience. She would have been pleased with the results of a recently-completed study which showed that West German adolescents are now even more anti-authoritarian than American youth.

The study was conducted by Gerda Lederer, an American researcher who received the Erik Erikson prize for it at the annual meeting of the International Society for Political Psychology this summer. It focussed on authoritarianism — the willingness to submit to authority and the need to dominate others.

Immediately after World War II, West German 16-year-olds scored much higher than American adolescents on tests of authoritarian attitudes administered by Donald V. McGraw, a psychologist who is now a United Nations consultant in Switzerland. For example, on what might be called the Nuremberg Trial question — "Do you think the German [American] soldier who refused, during the war, to obey an order to shoot an innocent prisoner was justified?" — as many as 44 per cent of the German youngsters queried in 1945 said "No". "An order is an order," several of them commented.

At that time, 29 per cent of the American students who were queried said that the soldier should have followed his order to shoot. In 1978-79, when Lederer repeated this question, both groups had changed. Only 12 per cent of the American adolescents felt that the soldier's disobedience was wrong and that he should have shot the prisoner. But even fewer — 7 per cent — of the West German students thought that such disobedience was wrong.

Lederer became interested in authoritarianism while she was in Germany for an entirely different reason: to find out why American students scored so much lower in maths than students from several other nations, including Germany. When the International Association for the Evaluation of Educational Achievement (IEA) announced the results of its comparisons of maths achievement in twelve industrialized nations in 1967, Lederer was so intrigued by the difference between American and German students that she decided to go to Germany to see for herself. She spent the 1973 school year in Hamburg as an exchange teacher of maths.

Her biggest surprise there, however, was the lack of discipline or respect for authority among German students. Her puzzlement over it soon overshadowed her interest in maths achievement. Since the end of World War II and especially since the 1960s, her colleagues told her, West German educators have tried "to raise a generation of human beings who recognize no one as their authority — neither their teachers, nor their fathers, nor their mothers". This policy was considered necessary to ensure against another event such as the Nazi takeover. The policy has affected nearly every aspect of German school life.

On her return to the United States, Lederer launched a large-scale comparison of American and German students' attitudes. In addition to McGraw's questions, her questionnaire contained items from a test of "implicit pre-fascist tendencies" called the F Scale, which was described by the authors of *The Authoritarian Personality*, Theodore W. Adorno, Elisabeth Frankel-Brunswick, Daniel J. Levinson and R. Nevitt Sanford, in 1950. (This study had shown the links between fascism and certain traits of character that are acquired in childhood, such as rigid adherence to conventional values, preoccupation with power and roughness, and a submissive, uncritical attitude towards the moral authorities of the in-group.)

Lederer also took some questions from a measure of dogmatism developed by Milton Rokeach, a social psychologist at Washington State University, which she considered broader

than the F Scale. While the Adorno book referred only to fascist authoritarianism, Rokeach pointed out that authoritarianism could be found in all parts of the political spectrum, and at any time in history.

Other questions came from a questionnaire used by Cigdem Kagitcibasi, now a professor of psychology at Bogazici University in Istanbul, Turkey, to compare social norms and authoritarianism among Turkish and American adolescents in 1966. A few more questions were devised by Lederer herself to show differences between German and American youth, based on her experiences in teaching both.

In 1978, Lederer presented her questionnaire to 730 American high school students. Previous studies had consistently pointed to socio-economic factors as the most important variables in authoritarianism, so she chose her subjects to represent both college-oriented and general-track classes, different socio-economic levels as measured by fathers' occupations, and both urban and non-urban areas. The subjects' ages ranged from 14 to 18, with an average age of 16. There were roughly equal numbers of males and females.

Next, with the help of a German college instructor and several teachers, she translated the questionnaire into modern, idiomatic German and tested it among 80 bilingual adolescents in Hamburg, to find out whether it measured the same thing as the English original (and whether students would answer the same way in both languages). As a result, she decided to change the wording of some questions. For example, there was no way the word "leader" could be translated into German without using the pejorative *Fuehrer*, so she used the phrase "leading minds" instead.

The questionnaire was then given to youngsters in 11 German gymnasiums, three middle-track secondary schools, one lower-track school and one comprehensive school in seven of the 11 West German states. In addition, Lederer questioned groups of adolescents who were being trained in an automobile factory, in a laboratory, and in the office of a large oil company. The age, sex and socio-economic distribution of the German adolescents were similar to those of the Americans.

The results of this study show how far German adolescents have moved from their counterparts in 1945. Then, as many as 30 per cent of the German adolescents and 29 per cent of the Americans felt that a boy who disobeyed his elders was worse than a boy who beat up smaller children. By 1979, the proportion had gone down in both countries, but more so in West Germany: only 12 per cent of the young West Germans agreed with it, compared with 16 per cent in the United States.

On questions involving other nationalities, in 1945, 70 per cent of the German adolescents said that Germans were better than Italians; by 1979, only 15 per cent believed that. In 1945, 71 per cent thought Germans were better than Poles; by 1979, only 10 per cent believed that. Nearly all of Lederer's findings pointed in the same direction: there was a marked decrease in authoritarianism among American adolescents between 1945 and 1966 — and more so between 1966 and 1978 — but an even more dramatic increase in the support of anti-authoritarian values among West German adolescents in the 34 years from 1945 to 1979.

By now, she says, the difference in attitude between American and West German youth can be considered small. For instance, on the question of whether one should be grateful for leaders "who tell us exactly what to do and how to do it," the German and American youngsters came out with precisely the same average score, showing that both groups disagreed with the statement to the same extent.



Changing attitudes: (above) a modern demonstration in favour of 'the underdog'; (right) Berlin students help to burn the books, 1933.

A general dislike for authoritarianism could also be seen in the answers to the political questions that Lederer put to the German adolescents alone. Only 9 per cent of the young Germans agreed with the statement: "In every democratic society there are certain conflicts that must be settled by force". More than two thirds of them — 67 per cent — disagreed, and 24 per cent were undecided. Only 7 per cent believed "Nazism was basically a good idea that was simply badly carried out"; 71 per cent disagreed, and 22 per cent were undecided.

When social scientists work with questionnaires, they can never be sure they are reaching people's true feelings. "To counteract this," Lederer says, "I conducted interviews with students in every school I went to, both individually and in groups." She recorded all the discussions on tape and although it will be years before she can fully analyze them, she states that they support her findings.

Lederer is particularly pleased that the answers to her questionnaire are internally consistent. A factor analysis of her data showed that the answers to certain questions always vary together, as they should, and as they did when the F Scale was first tested in the late 1940s.

A study of civic education conducted by the IEA also supports her findings. In 1971, the IEA questioned 30,000 students in West Germany, Finland, Iran, Ireland, Israel, Italy, The Netherlands, New Zealand and the United States. The West German students were shown to be strongest in their democratic beliefs — stronger even than students in the United States, Sweden or New Zealand, despite the long history of uninterrupted democracy in those countries.

How is one to explain such an extraordinary change in the nation that allowed Auschwitz to happen without any audible protest from any group? As Ralf Dahrendorf points out in *Society and Democracy in Germany*, there was at least a complete absence of active resistance to the Nazi regime, and thousands of "educated" Germans participated in organized mass murder during the Holocaust, without openly objecting. Dahrendorf blames this, in part, on the fact that liberal democracy never really took root in German society. In this light, how

profound are the changes which the IEA and Lederer imply? Are the students in paying lip service to democratic concepts, can German opinion be expected to change again, in favour of authoritarianism, in a near future?

According to Joseph Katz, a professor of human development at the State University of New York, who interviewed several West German university students in 1973, there is something rigid and extreme about today's anti-authoritarianism in West Germany. "It looks like an ideological compulsion with the right kind of thing to say, and does not necessarily reflect underlying attitudes," he declares.

For example, many university students have moved to the extreme left politically and taken very dogmatic positions. "Their anti-authoritarianism, which would imply flexibility with regard to rules," Katz believes, "is the authoritarian potential in West Germany still strong."

Lederer's view is that she is dealing with a new generation of Germans. The parents of the students who were 16 in 1945 were born during World War II, or were small children then, she points out; they had little or no conscious contact with the Hitler era. The students themselves were born in 1945.

Since 1945, not only German society but even the German family has changed. For one thing, the role of the father became less dominant. After the war — partly because of material hardships — women took on more responsibilities and a more equal role.

At the same time, efforts were made to stamp out the kind of upbringing that made people receptive to Nazism. In the schools, most of the Nazi-era schoolteachers were dismissed because of party membership. Many of the old textbooks were destroyed. Beyond that, educational leaders set out to do what had not been done during the Weimar Republic — to change totally the atmosphere of the schools so as to practice democratic values as well as preach them.

Maya Pines is the author of *The Revolution in Learning and The Brain Changes*, published by Allen Lane.

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SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless:

1. The job is for the purpose of a private household or
2. It is a business employing fewer than six persons or
3. It is otherwise exempted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

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Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS SECONDARY

Torquay Boys' Grammar School, Barton Road (EX20 1PW) (Roll 760)
HEAD (GROUP 10) (RE-ADVERTISEMENT)
Required for January 1982. Previous applicants are asked to indicate in writing, their continued interest, or to re-apply. Application forms and further details available from Area Education Officer, Oldway, Paignton, on receipt of s.a.e. Closing date 18th September 1981.

HEADTEACHERS PRIMARY

Victoria Road Junior School, Telawny Avenue, St. Budeaux, Plymouth, PL5 1RH (Roll 340)
HEAD (GROUP 8)
Required January 1982. Further details and application forms available from the Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 18th September 1981.
South Molton United (Voluntary Aided) Junior School, North Road, South Molton, EX36 3AN. (Roll 230)
HEAD (GROUP 4)
Required for January or April 1982. Anglican Communicant essential. Application form and further details from the Correspondent to Governors, Mrs. A. Bear, Rosemullin, Gunwell Lane, South Molton, EX36 4DH, returnable by 18th September 1981.
Dartmouth R.C. (Aided) Primary, Milton Lane (Roll 65)
HEAD (GROUP 2)
Required for January 1982. Applicants must be practising Roman Catholics. Application forms and further details available from Area Education Officer, Oldway, Paignton, on receipt of s.a.e. Closing date 18th September 1981.
Widcombe-in-the-Moor County Primary (Roll 39)
HEAD (GROUP 1)
Required for January 1982. Application forms and further details available from Area Education Officer, Oldway, Paignton, on receipt of s.a.e. Closing date 18th September 1981.

DEPUTY HEADTEACHERS SECONDARY

Burleigh County Secondary School, Burleigh Lane, Peverell, Plymouth PL3 5PP (Roll 500)
DEPUTY HEAD (GROUP 8)
Required January 1982. Closing date: 18th September, 1981.

DEPUTY HEADTEACHERS PRIMARY

Honiton County Primary School, Clapper Lane, Honiton, EX11 1TN (Roll 458)
SECOND MASTER/MISTRESS (GROUP 7)
Required January 1982. To take an active part in school administration with specific responsibility for language throughout school, library and welfare of senior girls. Closing date: 18th September 1981.

Kayham Barton R.C. (Aided) Primary School, Renown Street, Keyham, Plymouth PL1 2DE (Roll 235)
DEPUTY HEAD (GROUP 4) - RE-ADVERTISEMENT
Required January 1982. Applicants should be practising Roman Catholics with the Catholic Teachers' Certificate. Previous applicants will be reconsidered.

Exmouth C of E (Aided) Primary School, Beachon Place, Exmouth EX8 2SR (Roll 183)
DEPUTY HEAD (GROUP 4)
Required January 1982 for juniors. An ability to teach games and/or Art and Craft would be an advantage. Communicant members of the Church of England preferred. The successful applicant will have the opportunity to play a leading role in curriculum development throughout the school. Closing date: 18th September 1981.

Exeter Pinhoe (5-8 years) First School, Harrington Lane, Pinhoe, Exeter (Roll 150)
DEPUTY HEAD (GROUP 8) - RE-ADVERTISEMENT
Required January 1982, with keen interest in the development of all aspects of First School Curriculum. Previous applicants should notify the Headteacher in writing if they wish to be re-considered. Closing date: 18th September 1981.

SCALE POSTS SECONDARY

Okehampton School, Mill Road, Okehampton EX20 1PW (Roll 1400)
SCALE 3 - HEAD OF REMEDIAL DEPARTMENT
Required January 1982. To be responsible for Remedial Education at both Upper and Lower Schools. Closing date: 18th September 1981.

Honiton Community College, School Lane, Honiton, EX14 8OW (Roll 880)
SCALE 3 - MATHEMATICS AND COMPUTER EDUCATION
Required January 1982 to be second in department in a developing comprehensive school. Candidates should be prepared to teach to 'A' level. Previous applicants need no re-apply. Closing date: 18th September 1981.

Ottery St. Mary, The Kings School, Ottery St. Mary, EX11 1RA (Roll 810)
SCALE 2 - HEAD OF ART DEPARTMENT
Required January 1982 to take charge of department teaching to 'O' and 'A' level. The school is being re-organised and will have its first comprehensive intake in September 1982. Closing date: 18th September 1981.

Barnstaple, The Park School, Park Lane, Barnstaple, EX32 9AX (Roll 1,080)
SCALE 2 - SPECIAL UNIT
Required January 1982, to be responsible to the Head Teacher for the development and operation of a Unit, based at the school but serving part of North Devon, for pupils of Secondary age who have specific learning difficulties. The children will be of average or above ability but will have difficulties in reading, writing and spelling. The successful candidate will be expected to have a qualification relevant to this field of work. Closing date 18th September.

Ashburton Comprehensive School, Bolland Lane, Ashburton (Roll 870)
SCALE 2 - ENGLISH
Required January 1982 to teach English throughout this developing mixed 11-18 Comprehensive, and to be responsible for School Library. Closing date 18th September.
SCALE 1 - GEOGRAPHY/MUSIC
Required January 1982, or earlier if possible, at this developing mixed 11-18 Comprehensive. Approximately 80/50 commitment. Closing date 18th September.

Churston Grammar School, Churston, Brixham (Roll 690)
SCALE 1 - HEAD OF HOME ECONOMICS
Required January 1982. Subject is taught throughout school, including 'A' level. Enthusiastic teacher sought, able to maintain high academic standards of department, and to enter fully into life of the School. Closing date 18th September.

Newton Abbot, Knowles Hill School, Exeter Road, Newton Abbot. (Roll 1350)
SCALE 2 - ASSISTANT TO DIRECTOR OF 6TH FORM STUDIES
Required January 1982 in this Group 12, mixed 11-18 Comprehensive. Particular responsibility for Girls Pastoral Care. Subject teaching also required preferably English.

SCALE 2 - RELIGIOUS EDUCATION
Required January 1982 to teach subject throughout School including 'O' and 'A' level. Subject is taught within Humanities Department at Junior level. Closing date 18th September.

Barnstaple, Pilton School and Community College, Chaddford Lane, Barnstaple, EX31 1RB. (Roll 1,262)
SCALE 1 - ENGLISH AND DRAMA
Required for January 1982, to teach English and Drama at all levels, including CSE/'O' levels in this established 11-18 comprehensive school with subsequent Sixth Form College. Closing date 18th September.

South Molton School and Community College, Old Alwager Road, South Molton EX36 4LA (Roll 621)
SCALE 1 - MATHEMATICS/LOWER SCHOOL SCIENCE
Required January 1982, to teach Mathematics across the whole ability and age range in this 11-18 comprehensive school. Also Science in the Lower School. An interest in physical sciences an advantage. Closing date 18th September.

Telgar School, Ley Lane, Kingstainton, Newton Abbot (Roll 860)
SCALE 1 - ENGLISH
Required January 1982 at this mixed 11-18 Comprehensive. Experience in Remedial Work an advantage. Closing date 18th September.

Totnes, King Edward VI School, Ashburton Road, Totnes (Roll 1610)
SCALE 1 - (TEMPORARY) - MATHEMATICS
Temporary teacher of Maths and Statistics, up to and including 'A' level, required from 1st October 1981 to cover maternity leave. Letters of applications to Headmaster as soon as possible.

SCALE POSTS PRIMARY

Torquay, Barton Junior School, Barton Hill Road, Torquay (Roll 304)
SCALE 3 - LANGUAGE DEVELOPMENT
Required January 1982 for Language Development throughout this S.P.A. School. Candidates should indicate any strengths and special interest in other curriculum areas. Closing date 18th September.

Honiton County Primary School, Clapper Lane, Honiton EX11 1TN (Roll 458)
SCALE 2
Required January 1982 a teacher with technical knowledge of audio visual and reprographic equipment, to take charge of resources in a well equipped school. Closing date: 18th September 1981.

Exmouth Marpool County Primary School, Moorfield Road, Exmouth EX8 3OW (Roll 281)
SCALE 2 - HEAD OF INFANT DEPARTMENT (Re-ADVERTISEMENT)
Required January 1982, with experience to be responsible for the leadership and running of the infant section of the school. Please state special curricular strengths. Previous applicants will be re-considered. Closing date: 18th September 1981.

Milton Abbot County Primary, Milton Abbot, Tavistock PL19 0PS (Roll 43)
SCALE 1 - INFANTS
Required January 1982 an Infant trained teacher. Musical ability and interest in Environmental Studies an advantage. Closing date: 18th September 1981.

Okehampton Primary School, North Street, Okehampton EX20 1AR (Roll 345)
SCALE 2
Required January 1982 for Reception and Lower Infant. Experience of nursery age group an advantage for liaison with experienced nursery unit. Closing date: 18th September 1981.

Exeter Beacon Heath (5-8 Years) First School, Summer Lane, Whipton, Exeter EX4 8NN (Roll 300)
SCALE 2 - GENERAL SUBJECTS
Required January 1982 with special interest and expertise in all aspects of language development in the curriculum. Closing date 18th September 1981.

SCALE 1
Required January 1982 for first school curriculum subject. Closing date: 18th September 1981.

Tipton St. John (Aided) Primary School, Tipton St. John, Sidmouth EX10 0AG (Roll 63)
SCALE 1
Required January 1982, to take responsibility for a class of mixed age-range infant children. Must be able to take junior age games. Ability to take drama or science at junior level an advantage. Applicant should be a committed Christian able to enter fully into the life of this Church Aided village school. Closing date: 18th September 1981.

Landkey County Primary School Landkey, Barnstaple, EX32 0JR (Roll 96)
SCALE 1
Required January 1982, for Infant/Junior class. Closing date 18th September.

High Bray County Primary School, Brayford, Barnstaple EX32 7QJ (Roll 31)
SCALE 1
Required January 1982. Ability to take Music would be an advantage. Closing date 18th September.

Chulmleigh County Primary School, Chulmleigh EX18 7BY (Roll 98)
SCALE 1
Required January 1982, for Reception class. Responsibility for Girls' Games and liaison with parents. Closing date 18th September.

Buckfastleigh R.C. (Aided) Primary School, Buckfastleigh (Roll 80)
SCALE 1
Required January 1982 to work with younger children. Applicants should be practising Roman Catholics preferably with the Catholic Teachers' Certificate. Closing date 18th September.

OTHER POSTS

Peripatetic Instrumental Teacher/Instructor - SCALE 1 - RE-ADVERTISEMENT
Required January 1982. Peripatetic teacher/instructor of Woodwind and Brass Instruments in schools in the West Devon Area. Salary: Burnham Scale 1/Instructor rate. Previous applicants will be reconsidered. Application forms from Area Education Officer, Civil Centre, Plymouth, PL1 2EW. Closing date: 18th September 1981.

DEVON



SECONDARY DEPUTY HEADS

continued

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
SADDLEBUSH SCHOOL
Required January 1982. Deputy Head for this school. This post is for the full time post. The Deputy Head will have overall responsibility for curriculum and discipline. The successful candidate will be responsible for career work. Details available from the Headmaster. Closing date: 18th September 1981.

WALSALL

METROPOLITAN BOROUGH OF WALSALL EDUCATION COMMITTEE
THE NEWBY SCHOOL
Required January 1982. Deputy Head for this school. This post is for the full time post. The Deputy Head will have overall responsibility for curriculum and discipline. The successful candidate will be responsible for career work. Details available from the Headmaster. Closing date: 18th September 1981.

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WARWICKSHIRE

NICHOLAS CHAMBERLAINE

Bulkington Road, Bedworth, Nuneaton, CV10 2EA
DEPUTY HEADSHIP
Senior Master/Mistress

Required January 1982. Deputy Head for this school. This post is for the full time post. The Deputy Head will have overall responsibility for curriculum and discipline. The successful candidate will be responsible for career work. Details available from the Headmaster. Closing date: 18th September 1981.

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NORFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT
REEFHAM HIGH SCHOOL
Reefham, NR10 4QY
Group 8. 460 All ability mixed 11-16

Required January 1982. Deputy Head for this school. This post is for the full time post. The Deputy Head will have overall responsibility for curriculum and discipline. The successful candidate will be responsible for career work. Details available from the Headmaster. Closing date: 18th September 1981.

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CORNWALL

EDUCATION COMMITTEE

ST. JOHN'S SCHOOL
St. John's, TR1 1TN
Group No. 10
Mixed 11-16

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